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TASK FORCE TO STUDY THE
FUNDING OF SPECIAL EDUCATION

Meeting of November 5, 1985

Dr. Jean Hebel, Chairperson of the Task Force to Study the Funding of Special Education, opened the meeting of the Task Force on November 5, 1985, at approximately 9:45 A.M.

Present were the following:

Dr. Jean Hebel
Dr. Mary Ellis
Mr. Chester Bullard
Dr. Gail K. Robinson
Ms. Deborah Kendig
Ms. Sarah Johnson
Dr. Claud Kitchen
Mr. Norman Moore
Delegate Nancy Murphy
Mr. Pete Holt
Ms. Ellen Culbertson,
representing Delegate
Donald Hughes

Dr. Eugene McLoone
Mr. David Ricker
Mr. Sacha Lipczenko,
representing Mr. Frank Farrow
Ms. Ilene Cohen
Mr. Stanley Mopsik
Senator Howard Denis
Senator Arthur Dorman
Senator Barbara Hoffman
Senator Julian Lapidus

A number of interested parties were also in attendance.
(Attachment I)

Introductions

Since this was the first meeting of the Task Force, Dr. Hebel introduced the members present. She further stated that a Task Force of this size would of necessity require support and she introduced staff from the Department of Budget & Fiscal Planning and staff from the Division of Special Education, Maryland State Department of Education. Staff support will be available from the two Departments.

Charge to the Task Force

The charge to the Task Force by Governor Hughes was distributed.
(Attachment II)

Dr. Hebeler stated that in the future meetings of the Task Force will be held in surroundings more suitable to dialogue.

A mailing list of advocates will be developed to receive pertinent information. It was requested that advocates interested in receiving material leave their names and addresses with the recording secretary.

A time frame and proposed meeting dates were distributed for the Task Force. (Attachment III) Dr. Hebeler asked for comments. Senator Dorman called attention to the fact that the legislators might find it difficult to attend the meetings on the dates the legislature was in session. He requested that January 22, 1986, be changed to 3 or 4 PM to facilitate attendance.

Agencies, Organizations, etc. to Provide Testimony

Dr. Hebeler further stated that a number of agencies would be requested to provide data and material as needed and invited to provide testimony. A list of agencies and organizations that would be invited was distributed to the Task Force. (Attachment IV) It was further noted that although only the state agencies were delineated, federal data, where appropriate, would also be included.

Relevant material will be collected and distributed relative special education funding nationally, Dr. McLoone will furnish data, and Dr. Hebeler requested other members to submit other relevant material.

For Task Force members without reimbursement through agencies, expense forms can be obtained from the Recording Secretary.

Status Report on Funding for Special Education

Dr. Hebeler introduced Mrs. Martha J. Irvin, Assistant State Superintendent, Division of Special Education, who stated that the Division of Special Education had gathered material to provide background for the study of the Task Force. She further introduced Mr. Richard Steinke, Director, Division of Special Education, to present the material prepared. The "Report to the Task Force on Special Education Funding by the Maryland State Department of Education," November 5, 1985, was distributed to the Task Force at this meeting.

Considerable discussion followed Mr. Steinke's presentation. The major topics discussed included:

1. Projection of handicapped students to be served in comparison to general population figures and population trends.
2. Effect of Federal action in other states to enforce child count ceiling of 12%.
3. Needs of specific populations for special education and related services, i.e., medically fragile children, increases in brain injured children, growing number of teenage pregnancies.
4. Total nonpublic school placements including placements not requiring MSDE approval.
5. Impact of teacher shortage on special education programs.

Dr. Hebeler thanked Mr. Steinke for a thorough and informative presentation and also thanked the staff of the Division of Special Education for its contribution.

It was requested that the Task Force and interested parties submit for the consideration of the Task Force areas in special education in which gaps or problem needs can be identified. At the same time, Dr. Hebeler suggested that information may be presented to the Task Force emphasizing areas in which special education programs are doing well.

NEXT MEETING

Dr. Hebeler stated that the next meeting of the Task Force would be on November 26, 1985, at 9:30 a.m. Members will be notified of the location. At this time an indepth review of other programs would be considered.

ADJOURNMENT

There being no further business, the meeting adjourned at approximately 11:30 a.m.

Respectfully submitted,



M. Sciukas
Recording Secretary

INTERESTED PARTIES

ATTENDANCE SHEET

TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

NOVEMBER 5, 1985

Sheila Tolliver, Governor's Office
Lois Stoner, Montgomery County Public Schools
Maureen K. Steinecke, Maryland Association of Boards of Education
Tom Gray, Maryland State Teachers' Association
Louise Rothschild, Christian Services, USA
Juanita Lewis, Baltimore City Public Schools
Department of Fiscal Services:
 Linda Stahr
 Steven Feinstein
 H.R. Sheely, IV

Department of Education:
 Judy Sachwald
 Martha J. Irvin
 Richard Steinke
 Ronald Rey
 Brian Rice
 DeWitt Clark
 P.B. Flynn

ATTACHMENT II

Charges - Task Force to Study the Funding of Special Education

1. examine the adequacy and equity of the present formula for funding excess costs of special education;
2. consider relationships among funding options, placement decisions, and service delivery;
3. analyze the funding approaches for costs of nonpublic special education placements and for education and related costs for children in State hospitals and treatment centers;
4. recommend funding options for both excess costs of public school placements and for costs of nonpublic and institutional placements. These recommendations should ensure appropriate State and local participation and balance. They should promote placement in the least restrictive environment and appropriate transitional and follow-up care for those changing levels or types of placement. Moreover, the funding strategy should promote equity for taxpayers and for handicapped children.

Task Force to Study
The Funding of Special Education

Meeting dates scheduled through January, 1986:

Tuesday	November 5, 1985	9:30
Tuesday	November 26, 1985	9:30
Wednesday	December 11, 1985	9:30
Tuesday	January 7, 1986	9:30
Wednesday	January 22, 1986	Time to be announced.

Task Force to Study
The Funding of Special Education

Time Frame

- A. Data gathering, input, testimony, etc.

January, 1986

- B. Data analysis - need determination, etc.

March, 1986

- C. Examination of Options

June, 1986

- D. Final Recommendations

September, 1986

Task Force to Study
The Funding of Special Education

Agencies, Organizations, etc., to be invited to provide testimony (preliminary)

A. Public Agencies

Maryland State Department of Education

- Division of Special Education
- Division of Vocational Rehabilitation
- Division of Vocational Education - including Correctional Education Branch

Department of Public Safety and Correctional Services

- Division of Corrections

Department of Health and Mental Hygiene

- Mental Hygiene Administration
- Mental Retardation and Developmental Disabilities Administration
- Juvenile Services Administration

State Coordinating Council for Residential Placement for Handicapped Children

B. Service Providers

Local Education Systems
State Operated Programs
Non-Public Programs

C. Advocate Groups

D. Other

TASK FORCE TO STUDY THE
FUNDING OF SPECIAL EDUCATION

Meeting of November 26, 1985

Dr. Jean Hebeler, Chairperson of the Task Force to Study the Funding of Special Education, opened the meeting of the Task Force on November 26, 1985, at approximately 9:45 a.m.

Present were the following:

Dr. Jean Hebeler, Chairperson
Mr. Chester Bullard, Juvenile Services Administration
Ms. Ilene S. Cohen, Office of Handicapped Individuals
Dr. Mary Elizabeth Ellis, MD State Board of Education
Mr. Frank Farrow, Department of Human Resources
Senator Barbara Hoffman, MD State Senate
Mr. Pete Holt, Office of Management and Budget, Montgomery Co.
Delegate Donald K. Hughes, MD House of Delegates
Ms. Sarah J. Johnson, Prince George's Co. Board of Education
Ms. Deborah Kendig, Howard Co. Board of Education
Ms. Marsha Mazz, Advocate, Prince George's County
Dr. Eugene P. McLoone, University of Maryland
Mr. Norman J. Moore, Talbot County Superintendent of Education
Mr. Stanley Mopsik, Children's Guild, Inc.
Delegate Nancy L. Murphy, MD House of Delegates
Mr. David G. Ricker, Dept. of Budget and Fiscal Planning

Adoption of Minutes

The minutes of the November 5, 1985, meeting were corrected to read as follows:

"Introductions

Since this was the first meeting of the Task Force, Dr. Hebeler introduced the members present. She further stated that a Task Force of this size would of necessity require support and she introduced staff from the Department of Fiscal Services and staff from the Division of Special Education, Maryland State Department of Education. Staff support will be available from the two Departments."

The minutes with the said correction were adopted.

Review of Initiatives, Needs, and Ongoing Effective Programs

Mrs. Martha Fields, Assistant State Superintendent, Division of Special Education, spoke to the Task Force on "Special Education Program Areas in Need of Enhancement" and "Special Education Program Initiatives Which Have Received National Recognition." It was requested that a copy of the presentation be forwarded to the Task Force. (Attachment I)

Discussion was held on the presentation and the Task Force requested that additional data be forwarded to them regarding head trauma cases and a breakdown showing preschool children by disability.

As requested at the November 5, 1985 meeting, a chart entitled "Nonpublic Placements Not Requiring State Approval for School Year 1984-85" was distributed to the members of the Task Force. (Attachment II)

Programs and Funding Data for Serving Handicapped

Division of Vocational Rehabilitation

Mrs. Fields presented to the Task Force Mr. Joseph Onder, Division of Vocational Rehabilitation, who presented information on the purpose, staffing, and accomplishments of the Division of Vocational Rehabilitation. Mr. Onder was requested to furnish the Task Force a copy of his statements. (Attachment III)

Discussion was had on the material presented. The Task Force expressed interest in the manner of referral of students from Special Education to Vocational Rehabilitation, shortage of staff, influence of Social Security requirements, role of local ARD Committees, and a need for a shared student and services data base. Mr. Onder was requested to forward to the Task Force information and relevant material pertaining to handicapped children under 21 years of age served by Vocational Rehabilitation.

Division of Vocational-Technical Education

Mrs. Fields introduced Mr. Gerald Day, Division of Vocational-Technical Education, who distributed to the Task Force a "Report to the Task Force on Special Education Funding, dated November 26, 1985." and a "Handbook for Vocational Support Service Teams in Maryland, 1984." Mr. Day gave an overview of Vocational-Technical Education, with a slide presentation.

A number of subjects were discussed relative to vocational-technical education, such as the development of an IEP for each student, effect of the Carl D. Perkins Act, qualifications of trainers, definition of handicap by Vocational-Technical Education standards, programs being offered in private schools, agreements with

community colleges and private schools, and matching of funds. Mr. Day was requested to forward to the Task Force FY '85 figures relative to handicapped students in vocational programs.

Office of Correctional Education

Mr. John Linton, Office of Correctional Education was introduced by Mrs. Fields. He distributed to the Task Force a "Report to the Task Force on Special Education Funding, Office of Correctional Education, November 26, 1985."

Discussion was held on the report and interest was expressed in the reading levels of students in correctional education programs. Correctional programs are voluntary, except for inmates with reading levels less than fifth grade, who are required to enroll in a ninety day educational program. Payment is made to participants but it is less than that offered in other areas. Some of the areas of need were seen as overcrowding and lack of space at some sites, as well as the movement of the population among institutional facilities.

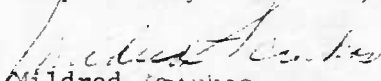
Next Meeting

Dr. Hebeler stated that the next meeting of the Task Force would be on December 11, 1985, at 9:30 A.M. in Room 100, Senate Office Building, Annapolis, Maryland.

Adjournment

There being no further business, the meeting adjourned at approximately 12:30 p.m.

Respectfully submitted,


Mildred Siukas
Recording Secretary

INTERESTED PARTIES

ATTENDANCE SHEET

TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

November 26, 1985

Avrum S. Shavrick, Department of Health and Mental Hygiene
Lois Stoner, Montgomery County Public Schools
Maureen K. Steinecke, Maryland Association of Boards of
Education

Department of Education:

Judith Sachwald
Martha J. Fields
Richard Steinke
Patty Flynn
Gerald Day
Joseph Onder

SPECIAL EDUCATION PROGRAM AREAS IN NEED OF ENHANCEMENT

I. Severely Handicapped

- ° Medically Fragile Children - With continuing advances in medical science, especially in the area of neonatal care, we are seeing low birth weight infants and children with a variety of respiratory impairments entering public school programs. Quite often these infants require special education programs characterized by a broad range of related services. Many of these children have severe and multiple medical problems and are dependent on technical medical equipment and specialized supervision.

There are very distinct implications for providing educational services to these infants and young children. Questions involving staff preparation and ongoing training in medical and health fields specific to individual children's problems will need to be addressed as these youngsters enter public school programs. The availability of properly trained teachers, teacher aides, and health assistants are beginning to pose new obligations and financial challenges which just a few years ago were not contemplated.

In Maryland, the Coordinating Center for Home and Community Care (CCHCC), is providing case management services to 150 respiratory disabled children, 32 of whom are ventilator assisted medically fragile children throughout the State of Maryland.

In order to properly illustrate the complexities of service needs and impact a medically fragile child may have upon an educational program, I have provided a student profile for your review as Attachment I.

- ° Services to Emotionally Handicapped Students - Providing appropriate and effective education and related services to severely emotionally handicapped students are currently among the most challenging areas of service delivery. Currently, there are a number of special projects underway in local education agencies to expand and enhance education and related service opportunities for severely handicapped children and adolescents. There has been progress in this area through concerted efforts of LEAs. However, if you were to examine the diagnoses of the children in residential programs both in and outside the State, you would find that the majority of the children are severely emotionally disturbed or have a severe emotional problem in conjunction with another disability. Severely emotionally disturbed children and adolescents require a wide range of related services in addition to special education instruction. The nature of this disability often impacts adversely on school environments, children's families, and their communities.

A recent review of diagnostic information conducted by specialists from the Mental Hygiene Administration of children in nonpublic residential placements has yielded a range of functional disabilities within the category of severe emotional disturbance that can best be described as

"pervasive developmental disability." The characteristics of many children classified as severely emotionally disturbed shows dysfunction in a range of developmental areas such as language fluency, intellectual and perceptive abilities, social development, and behavior control.

The scope of needed services to properly address the mental health needs of children was the subject of a special Governor's Commission established by the General Assembly during its 1981 session. The Commission was chaired by Senator Julian Lapidus and set forth a number of important findings and recommendations. Implementation of these recommendations involve a number of agencies, but the need for expanded and enriched education programs was among them.

- Severely Brain Injured Children - As in the case of the medically fragile infants, medical advances have succeeded in increasing the survival chances of children who have sustained severe brain injury and would probably not have survived the trauma just a few years ago. Quite often following hospitalization and some degree of rehabilitation, brain injured children reenroll in special school programs. Each child possesses very individualized and specific needs within both instructional programs and in behavior management. Quite often the services within even the most comprehensive public school special education centers prove to be insufficient to maintain the brain injured child. Often these youngsters must be referred to residential education programs. Currently, there are no specifically designed residential programs for these children's long term care within the State. Consequently, services are sought outside Maryland.

In addition to intense special education instruction and specifically tailored related services, some children with severe brain injury require one-to-one management both in the education and residential settings. To help illustrate the complexities of this population, I have a student profile.

- Services to Low Incidence Handicapped Children in Rural Areas - There are special problems associated with the provision of services to low incidence handicapped children in rural areas. Low incidence as used here also refers to emotionally disturbed. Two of the major problems are related to the recruitment and retention of necessary specialized staff and the identification of a "critical mass" of youngsters needing a particular service within a geographical region.

II. Secondary School Programs

- Mildly Handicapped Children - Secondary school programs for mildly handicapped children are a concern nationally. Maryland reflects a national phenomenon concerning special education service delivery to mildly handicapped students at the secondary school level who are attending programs in general comprehensive high schools. Either because of the nature of high schools relative to their size and goals or as a result of emphasis on the development of elementary school special education services over the past years, secondary special education programs have not flourished.

During the past several years, Maryland's local education agencies have been emphasizing the growth of secondary education programs for children. Improvement in both basic instruction programs and in the provision of vocational educational services has occurred due to this emphasis. However, discussions with LEA personnel will yield a very frank conclusion that much more needs to be done, especially in the area of increased vocational opportunities. This will mean not only conducting a student's needs assessment, but also an expansion of genuine vocational program opportunities within either comprehensive high schools or vocational educational centers.

- Transition from School to Work - This important area has received both national and state attention. School systems are attempting to better prepare students to enter the world of work or other post secondary activity, and often provide assistance to the student as they enter the world of work. A number of local education agencies have transition programs underway. Many are seeking short term grants from the U.S. Department of Education to temporarily support this program activity. If transition services are to fulfill their intended objectives of facilitating the movement of handicapped students to the world of work and continued training, additional resources for additional staff and training will be needed.

III. State Operated Programs

- Programs in State Residential Facilities - I realize that the Task Force will be receiving information concerning education programs in the Department of Health and Mental Hygiene residential facilities from officials of that Department, therefore, my comments are of a general nature and reflect the Division's observations.

The handicapped school age population in MRA residential facilities continues to decline. Currently, information available to the Department shows that 106 children receive their education in the three state run facilities: Rosewood Center, Holly Center, and Great Oaks; this compares with 138 last year.

As discussed during the November 5, 1985 meeting of the Task Force, the Educational Coordinating Council for State Hospitals and Juvenile Institutions (ECC) recommendations contained in their October 1, 1984 report reflect the Department's views regarding MRA programs.

With regard to MHA, the ECC accurately described the diverse patterns through which the education programs are both operated and funded. As in the instance of MRA programs, the Council set forth recommendations for MHA. The recommendations were that by 1989, all RICA education programs should be comparable and should develop ongoing agreements with LEAs for the operation of education programs. These recommendations are consistent with H.B. 1268 passed during the 1984 session of the General Assembly. In each instance concerning the three RICAs, a satisfactory method of funding the programs is a central prerequisite needed to accomplish the goal of the General Assembly and the ECC.

Insofar as education programs in psychiatric hospitals are concerned, the ECC did not offer specific recommendations due to the complex nature and changes being contemplated for those programs at the time the report was developed.

The Juvenile Services Administration programs represent the largest totally state operated programs in Maryland. The special education programs in JSA facilities require thoughtful development and enhancement. I am sure that you are aware of Secretary Wilzak's recent proposal concerning a number of operations within JSA including facility plans, classification operations, staff increases, and program modifications. I would prefer to reserve any further comments in this area until after a review of JSA by that administration and officials is presented.

IV. Related Services

- ° Guidance and Psychological Services - These related service areas are important to successful child identification, evaluation and planning activities. As a result of the critical role in these areas, counselors and school psychologists spend the majority of their time maintaining compliance in these areas. The personnel in these areas have limited opportunities to meet all but the most basic needs of students in many instances.

Increases in the number of counselors and psychologists for enhancements of individual and group counselling as well as increased involvement with families are central to better meeting the needs of many handicapped students and are critical insofar as the severely emotionally disturbed are concerned.

- ° Occupational and Physical Therapy - The recruitment and retention of occupational and physical therapists continues to present problems. As a result, there are insufficient personnel in these areas to meet the needs. Local education agencies find themselves competing with hospitals, rehabilitation service programs, public and private health service providers, and, often, with each other for both recent graduates and experienced professionals in these fields. This problem is especially critical in rural areas.

V. Technology

The area of technology has just begun to be applied to special education programs. Members of our school systems are utilizing the computer to assist with administrative and management problems. The use of computer-assisted instruction must be available to handicapped children. Additionally, we have far to go in the utilization of adaptive devices for school-aged handicapped people.

VI. Program Evaluation

This area has not been emphasized over the past several years as we have tried to meet with the mandates of the provision of direct services to children. Yet, it is required in federal law and is necessary to insure that quality special education services are being provided and that they make a difference in the adult life of a disabled person.

STUDENT PROFILE
Ventilator Assisted Child

- * Sally Ann is a perky, blond five year old
 - . She attends public school
 - . She is the "product" of advanced medical technology which has kept her alive since her premature birth
 - . She has a lung disorder often caused by prematurity
 - . Her lung disorder is so severe that she would probably die if her array of complex life support machinery failed for a short time
 - . She needs to be monitored 24 hours a day by a R.N.
 - . Her medical care costs \$110,000 to \$120,000 each year
 - . Her family's health insurance is nearly "used up"
 - . To qualify for publicly assisted medical reimbursement her family must first spend all of their assets before they can qualify for medicaid (unless they have a "waiver" a la Katie Beckett)
 - . Medicaid will not cover the costs of a R.N. away from home, or at school
 - . An in-class program is the L.R.E. for Sally Ann
 - . It is anticipated that she will need technological support for the rest of her life

- * For the sake of confidentiality, the name is fictitious, but the child's description closely resembles that of a current student attending a Maryland public school

STUDENT PROFILE

Brain Injured Child

Background Information

During the summer of 1980 ED was in a tragic accident playing sandlot football. He was hospitalized at Johns Hopkins Hospital and then transferred to the John F. Kennedy Institute for Handicapped Children where he remained until June, 1981. It was determined he had received organic brain damage leaving him with thought disorder, behavior disturbance, and severe left hemiparesis.

ED attended school in Level V special education placement during which time there were intermittent periods of home instruction from September, 1981 to December, 1982. Aggressive, assaultive behaviors resulted in a referral to the County Interagency Admission Review and Dismissal (ARC) Committee for more restrictive placement. This recommendation was presented and approved on December, 1982. ED was placed on home instruction pending Level VI residential placement.

ED is currently in a Level VI program where his needs are being met at an annual cost of \$81,710.

Educational Test ScoresPearson Individual Achievement Test (PIAT)

	<u>Grade</u>	<u>Age</u>	<u>Percentile</u>	<u>Standard Score</u>
Mathematics	3.5	7.1	1	55
Reading Comp.	3.2	7.1	1	55

Pearson Individual Achievement Test (PIAT)

	<u>Grade</u>	<u>Age</u>	<u>Percentile</u>	<u>Standard Score</u>
Mathematics	3.5	7.1	1	55
Reading Comp.	3.2	7.1	1	55

Diagnosis

1. Thought Disorders (organic brain Syndrome)
2. Left hemiparesis
3. Behavioral disturbance

Behaviors

1. Aggressive
 - . Hits others with cane, pinches, scratches, kicks and throws at others
2. Disruption/Destruction
 - . Throws things, put his fist through windows, steal food, jerked phone out of the wall, throw clothes around.

Behaviors(cont.)

3. Toileting
 - . An average of 2 accidents per day.
 - . Known to smear feces.
4. Other problem that occur with these behaviors are tantruming, self abuse, verbal abuse and meal time problem.
5. He has been reported to pull women's breasts and rip their clothing.

Needs

1. A Level six residential program.
2. A strict behavior modification program which targets grabbing, biting, pinching and object throwing.
3. Two (2) full time psychological aides. One aide for the 8 hr. morning shift and the other is for the evening shift.
4. One to one instruction with the help of an aid.
5. 1 mg. of Halibol per day.

Placement Options Considered

- | | |
|----------------------------|--|
| 1. State operated facility | (1) Denied - does not meet criteria for cognitive functioning. |
| 2. In-state facility | (1) Denied - severe aggressive behavior. |
| 3. Out-of-state | (12) Rejected from all placements due to severe aggressive and non-ambulation. |

The Brain - Injured Child

The term brain-injured child is used to refer to those children who have experienced a disturbance of some sort in normal cephalo-caudal neural maturation, prenatally, perinatally, or postnatally, which results in an inability to progress normally in learning situations related to the various sensory modalities. As a result, these children are characterized by visual-motor, audio-motor, and/or tactual-motor disturbances.

The behavioral manifestations of children with cerebral damage include (1) hyperkinesia, (2) abnormalities of attention, (3) intellectual defects, and (4) factors of functional impairment. These children are characterized by distractibility, perseveration, motor disinhibition, dissociation, figure-ground pathology, and disturbances of self-concept and body image. In combination, these groups of characteristics provide an image of the brain-injured child upon which an educational program can be based.

SPECIAL EDUCATION PROGRAM INITIATIVES WHICH HAVE RECEIVED NATIONAL RECOGNITION

There are several areas of special education programming for which Maryland has received national recognition. These program areas include:

Preschool

Maryland is one of about five or six states who serve handicapped children from birth. On December 1, 1984, we were serving:

911	handicapped children birth to two years
5,858	children three to five years
6,769	Total

We have developed a comprehensive curriculum guide for this program area and a series of publications for parents. We currently have a State Development Grant which is focusing on parent involvement and interagency cooperation.

Learning Disabilities Project

We have had underway for several years an initiative which is looking at the diagnostic and instructional processes for learning disabled (LD) students. Currently, 22 of the school systems have adopted the model. We have developed a diagnostic handbook and have an instructional manual in draft form. Considerable training has taken place involving local school level personnel.

Least Restrictive Environment Project

We are in the third year of an initiative that is examining the procedure for implementing the placement of children in the least restrictive environment (LRE). There are nine school systems which are piloting a variety of practices that are designed to result in the refinement of the decision making process relative to LRE and the enhancement of special education programming of students who are mainstreamed.

Parent Training

The Maryland State Department of Education has provided training to teams from local school systems consisting of an educator and a parent. The teams in turn train parents at the local level. We are pleased with the quality of the training but we feel that more needs to be done.

STENY H. HOYER
8TH DISTRICT, MARYLAND

DEMOCRATIC STEERING
AND POLICY COMMITTEE

CO-CHAIRMAN
COMMISSION ON SECURITY AND
COOPERATION IN EUROPE

APPROPRIATIONS COMMITTEE

TREASURY POSTAL SERVICE,
GENERAL GOVERNMENT

LABOR,
HEALTH AND HUMAN SERVICES,
EDUCATION

DISTRICT OF COLUMBIA

Congress of the United States

House of Representatives

Washington, DC 20515

November 4, 1985

Mr. David W. Hornbeck
State Superintendent
Maryland State Department of Education
200 West Baltimore Street
Baltimore, Maryland 21201

Dear Dave:

On Tuesday, October 29, 1985, the House of Representatives passed House Concurrent Resolution 201, Commemorating the Tenth Anniversary of the Handicapped Education Act. I was pleased to support this measure. The Education for All Handicapped Children Act (94-142) became law on November 29, 1975. As you know, it established a national policy that all children, regardless of disabling condition, have the right to a free, appropriate public education in the least restrictive setting.

This year approximately \$27 billion will be spent on educating handicapped children. A very small proportion of this amount, 3.9 percent, is the federal contribution.

As is evident from the federal contribution, the states have made this a successful program. On that subject during a hearing this year on the federal budget, Mrs. Madeline C. Will, Assistant Secretary for Special Education and Rehabilitative Services, said this about the efforts of our State:

Mrs. Will: While it is not the normal practice of the Office of Special Education and Rehabilitative Services (OSERS) to record or comment on the reputations of individual States, Maryland continues to enjoy its position as a leader in the provision of quality special education and related services to handicapped children and youth. Recent initiatives designed to improve the quality and scope of services provided to handicapped students include State-wide early intervention efforts, transitional activities, and innovative programs for the learning disabled population.

In recognizing the tenth anniversary of the enactment of this law, we acknowledge the many contributions of disabled youngsters, parents, teachers, and administrators; and we reaffirm congressional support for the primary goal of the legislation. We also know that a lot remains to be done. I will continue to be a strong supporter of programs for the handicapped.

With kindest regards, I am

Sincerely yours,


STENY H. HOYER

*100 - Florida State
May 6, 1974*

Local Unit	LEVEL V	LEVEL VI	TOTAL
Total State	545	65	610
Allegany	0	2	2
Anne Arundel	166	0	166
Baltimore City	40	10	50
Baltimore	1	3	4
Calvert	1		1
Caroline		1	1
Carroll			
Cecil	1	3	4
Charles		2	2
Dorchester			
Frederick		1	1
Garrett		2	2
Harford	12	8	20
Howard			
Kent	319	30	349
Montgomery			
Prince George's			
Queen Anne's		1	1
St. Mary's		2	2
Somerset			
Talbot	2		2
Washington	1		1
Wicomico			
Worcester	2		2

Data source: SSIS Report 3c, as of 12/1/84

VOCATIONAL REHABILITATION

November 26, 1985

Legal Basis

The Maryland Division of Vocational Rehabilitation, State Department of Education, was established by the Legislature in 1929. Vocational Rehabilitation is a cooperative Federal-State program with legal basis in the Vocational Rehabilitation Act of 1973 (PL 93-112) as amended and the State Education Article, Public School Laws of Maryland, Title 21, Subtitle 3.

All state vocational rehabilitation programs in the United States are joint state-federal grant-in-aid programs. Federal participation is provided under the terms of the Vocational Rehabilitation Act as amended. Responsibility for the administration of the federal laws is lodged in the United States Department of Education. Within the Federal Department of Education, the Rehabilitation Services Administration (RSA) administers the federal aspects of the state-federal program. The Secretary of Education is authorized to promulgate regulations governing the implementations of the Act, and Regulations are published in the Federal Register as they are issued. A state plan for vocational rehabilitation is required and periodically published in the Maryland Register. The Maryland State Plan for Vocational Rehabilitation becomes the blueprint and legal document, as interpreted, under which the Division operates.

In addition to the Regulations and State Plan, the RSA publishes a Vocational Rehabilitation Manual which contains detailed instructions regarding client eligibility requirements, case recording, standards for procedures of service, standards for termination of services and other aspects of the vocational rehabilitation process.

Mission and Purpose

The purpose of vocational rehabilitation is:

1. The vocational re-establishment of persons with employment experience who become vocationally handicapped as a result of disability;
2. The establishment in gainful occupation of persons without employment experience who are disabled, and whose normal opportunity for employment is materially affected by reason of such disability; and
3. The retention in suitable employment of disabled persons who are or may reasonably be expected to become vocationally handicapped in such employment.

The Vocational Rehabilitation Process

Under present law and regulation, vocational rehabilitation is an eligibility program. The eligibility requirements are as follows:

1. The individual must have a physical or mental disability which for that individual constitutes or results in a substantial handicap to employment; and
2. Vocational Rehabilitation services may benefit the individual in terms of employability.

To determine eligibility, the Rehabilitation Counselor must undertake a thorough diagnostic study. The counselor obtains reports and evaluations concerning the current health status of the person and should it be necessary will obtain specialist reports. In determining whether there is a substantial handicap to employment and reasonable expectation of employability, the evaluation will include:

1. Functional limitations
2. Vocational strengths such as skills, abilities, motivation, health
3. Relevant social history, housing, transportation availability
4. Employment history, transferable skills
5. Employment goals
6. Employment opportunities

If the counselor cannot determine feasibility for employment, he/she may choose to use eighteen months of extended evaluation in order to make the final decision. In order to use extended evaluation, the existence of a physical or mental handicap must be previously documented by indicating that the handicap constitutes or results in a substantial handicap to employment.

When all evaluation data has been collected and eligibility has been declared, an Individualized Written Rehabilitation Program (IWRP) is developed. The IWRP includes a suitable, attainable employment objective which is consistent with the client's interests, abilities and limitations. The IWRP is a plan that gives the specific steps to be taken in order to achieve the client's rehabilitation. The IWRP must call for one or more of the three major rehabilitation services: Counseling and Guidance, Restoration Services, and Training.

Upon completion of services, both counselor and client actively pursue employment using job developing, job-seeking skills training, family and friends, other agencies and direct placement

efforts. Employment objectives for vocational rehabilitation clientele include: (1) Competitive labor market; (2) Sheltered Workshop; and (3) Self-employment. Other vocational goals which are permitted by current law and regulations include homemaker and unpaid family worker.

Other Closures

Throughout the rehabilitation process, persons referred and applicants for services will be closed when:

1. A client fails to meet the basic eligibility criteria
2. Unable to locate the person
3. The individual declines further services
4. Death
5. Institutionalized
6. Failure to cooperate
7. Moved
8. Handicap too severe or unfavorable medical report

Federal/State vocational rehabilitation programs as operated in Maryland and other states serve a limited number of each state's handicapped population because it is a vocational program. Its numbers are small compared to the handicapped population at large; however, once an eligibility determination has been made, it is a program able to operate with remarkable flexibility and diverse resources.

Organization of Vocational Rehabilitation

The Central Office of the Division of Vocational Rehabilitation is located in the Maryland State Education Building in Baltimore.

Client services is organized into six administrative regions. In order to provide rehabilitation services to disabled persons in their home communities, a network of local offices has been established (28). Each regional office is administered by a Rehabilitation Coordinator, who under the direction of the Director of Field Operations, is responsible for the development of cooperative agreements in the region; recruitment, training and supervision of staff within the region; the preparation and submission of State and federal reports as required; and the general administration of the vocational rehabilitation program throughout the region.

The Maryland Rehabilitation Center (MRC) operated by the Division of Vocational Rehabilitation is a comprehensive facility

providing services to the clients of the Division. The MRC provides evaluation, training and supportive services to handicapped citizens of the State. It provides a valuable resource to rehabilitation counselors and clients in the rehabilitation process.

Staffing Operations - Field Operations

Region I Western Maryland (Howard, Carroll, Frederick, Washington, Allegany, and Garrett Counties)

1 - Rehabilitation Coordinator
4 - Rehabilitation Supervisors
21 - Rehabilitation Counselors
3 - Rehabilitation Specialists
1 - Part-Time Medical Advisor
16 - Clerical Staff

TOTALS 45 Full-time
 1 Part-time (Physician)

Region II Suburban Washington (Prince George's and Montgomery Counties)

1 - Rehabilitation Coordinator
4 - Rehabilitation Supervisors
22 - Rehabilitation Counselors
3 - Rehabilitation Specialists
1 - Part-time Medical Advisor
16 - Clerical Staff

TOTALS 46 Full-time
 1 Part-time (Physician)

Region III Baltimore City

- 1 - Rehabilitation Coordinator
- 2 - Administrative Supervisors
- 8 - Rehabilitation Supervisors
- 38 - Rehabilitation Counselors
- 4 - Rehabilitation Specialists
- 1 - Part-time Medical Advisor
- 29 - Clerical Staff

TOTALS 82 Full-time
 1 Part-time (Physician)

Region IV Central Maryland (Baltimore and Harford Counties)

- 1 - Rehabilitation Coordinator
- 4 - Rehabilitation Supervisors
- 20 - Rehabilitation Counselors
- 3 - Rehabilitation Specialists
- 1 - Part-time Medical Advisor
- 15 - Clerical Staff

TOTALS 43 Full-time
 1 Part-time (Physician)

Region V Eastern Shore (Cecil, Kent, Queen Anne, Caroline, Talbot, Wicomico, Dorchester, Worcester and Somerset Counties)

- 1 - Rehabilitation Coordinator
- 2 - Rehabilitation Supervisors
- 10 - Rehabilitation Counselors
- 3 - Rehabilitation Specialists
- 2 - Part-time Medical Advisors
- 9 - Clerical Staff

TOTALS 25 Full-time
 2 Part-time (Physicians)

Region VI Southern Maryland (Anne Arundel, Charles, Calvert and St. Mary's Counties)

- 1 - Rehabilitation Coordinator
- 3 - Rehabilitation Supervisors
- 13 - Rehabilitation Counselors
- 3 - Rehabilitation Specialists
- 1 - Part-time Medical Advisor
- 10 - Clerical Staff

TOTALS 30 Full-time
 1 Part-time (Physician)

STATE TOTALS 271 Full-time
 7 Part-time (Physicians)

In addition to counseling staff for each region, teaching services for the blind, vocational evaluation and job development are provided.

Another operational component of the Division is the Disability Determination Services which adjudicates Social Security Administration claims for the federal government.

Statistical Information

Vocational Rehabilitation requires an economic means test of prospective clients prior to the provisions of services. Exceptions to the means test are diagnostic services, counseling and guidance and placement services. The Division must also seek similar benefits, when available, prior to spending Vocational Rehabilitation funds.

	<u>FY 1983</u>	<u>FY 1984</u>	<u>FY 1985</u>
Total cases on the rolls	32,169	31,277	30,076
Total rehabilitations	3,418	3,507	3,729
Total severely handicapped on rolls	11,703	11,611	10,892
Total severely handicapped rehabilitated	2,066	2,125	2,241
New referrals	15,581	15,413	14,017
Accepted for service	5,245	5,875	5,164
Plans developed for clients	4,765	5,266	4,911
Average counselor caseload size	287	263	250
Cost per rehabilitation	\$5,906	\$6,058	

Types of Services Provided by Vocational Rehabilitation

A. Diagnostic and Evaluation

Medical

Psychiatric

Psychological

Vocational

B. Surgery and Treatment

Medical

Psychiatric

Physical Therapy

Occupational Therapy

Speech Therapy

C. Appliances

Limbs

Braces

Hearing Aids

Glasses

Wheelchairs

D. Hospitalization

E. Training

College

Private Vocational

Public Vocational

Business Schools

Sheltered Workshop

Correspondence

F. Maintenance

G. Other Services

Reader/Interpreter

Tools and Equipment

Attendant Care

Transportation

H. Placement Services

Disability Groups Served by Vocational Rehabilitation

Blind and Visually Impaired

Mental Retardation

Deaf and Hard of Hearing

Colostomies

Cerebral Palsy

Malignancies

Congenital Malformation

Allergies

Arthritis

Diabetes Mellitus

Stroke	Cystic Fibrosis
Poliomyelitis	Hemophilia
Muscular Dystrophy	Sickle Cell Anemia
Multiple Sclerosis	Epilepsy
Parkinson's Disease	Heart Disease
Amputations	Respiratory Diseases
Paraplegia	Genito-urinary Disorders
Quadraplegia	Speech Impairments
Psychotic Disorders	Diseases of the Skins
Psychoneurotic Disorders	Other Developmental Disorders

The above listing is not totally inclusive but covers the majority of disabilities served. Funding for Vocational Rehabilitation is jointly provided by both federal and State governments on a 80%/20% basis with the federal government supplying the 80% portion of the money appropriated for vocational rehabilitation purposes. The budget for Fiscal Year 1986 is as follows:

Administration	\$ 2,597,138
Field Operations	9,284,779
Case Services	6,188,951
Maryland Rehabilitation Center	6,879,192
Total*	\$ 24,950,060

During Fiscal Year 1985, money spent for direct services to clients totaled \$6,179,364.

Cooperative Agreements and Mutual Programming

As PL 94-141 was being implemented in the State, the Department of Education recognized the need for divisions to collaborate on issues which would impact on handicapped students. Discussions on areas of collaboration led to a system for sharing ideas and knowledge, and systematic communication on responsibilities and problems.

o Development of Cooperative Agreement

This effort led to the development of a statewide cooperative agreement among the Divisions of Special Education, Vocational-Technical Education and Vocational

*Excludes Disabilities Determination Services, the Governor's Committee for the Employment of the Handicapped, and Attendant Care Funds

Rehabilitation. The agreement also provided framework for the development of local agreements in each of the 24 subdivisions. The three-party agreement stimulated training activities among the Divisions and at the local level.

- o Quarterly meetings of Regional Administrators or Coordinators of Special Education, Vocational-Technical Education, Vocational Rehabilitation

Regularly scheduled meetings have been held to discuss roles and involvement of each of the divisions in the development of appropriate vocational planning for special education students, and post-school training or placement in employment.

- o Performance Report outlining major goals and activities to be achieved

In an ongoing effort to meet changing needs, the Department has developed a report of activities which will be achieved to address major issues in transitioning students from the school setting to community programs and/or job placement. These objectives include an updated cooperative agreement with supportive materials developed from our experiences to date; a statement of the Department's position on transitioning; a definition of participation and roles in the vocational planning process for students; and the inclusion of other pertinent agencies, such as the Mental Retardation Administration and the Department's divisions relating to job training and school guidance.

- o Joint Planning Conference facilitated under the auspices of Kennedy Institute

An original planning conference of approximately 40 staff from the three divisions was held during the summer. A facilitator from the Kennedy Institute led the conference in which the issues needing to be addressed were stated and roles, interrelationships and participation of other agencies in the transitioning effort were discussed.

- o Training Seminar sponsored by the Virginia Commonwealth University Research and Training Center

Staff of the divisions have attended training and made on-site visits of severely handicapped students being served under a grant project at the Virginia Commonwealth University Research and Training Center.

- o Community/Business Coordination

The Maryland Governor's Committee on Employment of the Handicapped, under the administrative direction of the

Division of Vocational Rehabilitation, developed a "Pathways to Employment" conference which brought together school personnel, Vocational Rehabilitation staff and the business community. The sessions were to focus on methods of preparing disabled youth for the world of work.

- o Local County Projects Shared

Some of the counties have begun to form task groups to review the needs of transitioning students and begin the development of appropriate services and coordination to meet those needs. The models, studies and materials are being shared with the department.

- o Grant Proposal for ITV Modules

The Department developed a grant proposal which has been funded to design instructional television modules to provide special educators, supervisors, principals, vocational educators and vocational rehabilitation personnel with effective practices in instructional vocational components in preparing handicapped students to transition from school to work.

- o Participation in Monitoring and Evaluation and Pro-active Education

Representatives from the Divisions of Special Education, Vocational-Technical Education and Vocational Rehabilitation have participated as team members in the monitoring and evaluation programs conducted for program improvement in local education agencies.

- o Deaf/Blind Grant Project

The educational vocational training services for the State's deaf/blind population will be improved through the effort of a federally funded project establishing the collaboration of four subcontractors: The Maryland School for the Blind, Great Oaks, Rosewood and Holly Center. The major component of this one-state collaborative relationship between MSDE and four State-operated programs will focus on the transitioning services for the 14 to 22-year old deaf/blind population. Support personnel will be employed to intensify efforts toward life skills, vocational training, community outreach, family services and the provision of alternative living arrangements.

- o Brochure - "Guide to DVR Eligibility"

The Divisions of Special Education and Vocational Rehabilitation have recently cooperatively prepared a guide to the eligibility criteria students must meet to receive vocational and counseling services available through the Division of Vocational Rehabilitation.

This guide, prepared in response to an expressed need of educators, is designed for use by local system personnel who are coordinating career planning programs with handicapped students.

The document is developed around the five functional assessment areas of sensory, general health, cognitive personality and behavior, and vocational qualifications.

For each area of the eligibility profile, instructional needs and competencies have been included which may assist educational service providers in preparing the student/client to meet Vocational Rehabilitation eligibility requirements.

- o Follow-up Study of Students

All three divisions, Vocational-Technical Education, Vocational Rehabilitation and Special Education, in cooperation with staff from the University of Maryland are conducting joint follow-up studies on special education/vocational education students who have left the school system. The data collection is to develop a cadre of information on the students' adaptation to the world of work and should be useful in examining the secondary programming needs of special students.

- o Data Collection

The divisions have begun development of a collection system which will allow the collection of information on a student through all support service systems. Such information will also relate to services needed in the transition services, anticipated service needs as the student leaves school and the reasons why services were terminated. The multiple uses of follow-up data include: budgeting, staffing, curriculum revision, expansion of services, linking networks, and research studies.

In addition to the cooperative agreements developed, mutual training, and close relationships which exist between and among the Divisions, a new grant awarded to Maryland, with the Division of Vocational Rehabilitation as the applicant, will attempt to provide a new avenue for Special Education students from school to the world of work via supported employment and job coach. The Supported Work Model will test and hopefully provide an alternative for many handicapped adults to jobs rather than the traditional work activity centers or workshops. An abstract of the grant is provided for your review.

The Division of Vocational Rehabilitation has in its 1987 budget requested 67 new positions to address the issue of transitioning from school to work for handicapped students. The budget request totals \$3,715,000. It will give Vocational Rehabilitation the ability to serve approximately 4,000 Special

Education students not now being served. Of course, we are dependent upon the Governor and the General Assembly for funding.

There are many positive working relationships which exist between Special Education and Vocational Rehabilitation at all levels of service delivery. There is a heightened awareness of educators and Vocational Rehabilitation staff as it relates to transitioning. Mutual training has occurred and will continue. Intensified role development will occur to assist educators and Vocational Rehabilitation staff to review their roles in serving handicapped students.

There are, however, significant problems to overcome as we mutually attempt to solve the movement of students who are handicapped into adulthood and the world of work. Vocational Rehabilitation has inadequate resources to serve the large school population who are handicapped. The above-the-MARC budget request will assist. Vocational Rehabilitation is charged with serving all of the handicapped and all disabilities. The adult population continues to need services, such as persons injured on the job, those injured in accidents, and those with disabling conditions which have their onset in adulthood. There are disincentives to employment of handicapped students, such as Supplemental Security Income payments and the cap on earnings allowed and Medicaid benefits as a results of the handicapped related to earnings. Public attitude and barriers continue to exist in employment of handicapped people. Job opportunities will have to be developed, and cooperative employers will need to be found.

We, in the Division of Vocational Rehabilitation, however, feel that with adequate resources we can begin to address the needs of students as they proceed into the world of work. We appreciate the opportunity to appear before you, and should you have questions, we would be glad to respond.

VOCATIONAL REHABILITATION DATA
SPECIAL EDUCATION CLIENTS
FISCAL YEAR 1985

APPENDIX A

Persons Served by Vocational Rehabilitation by County

	<u>Total</u>	<u>Awaiting Service</u>	<u>In Service</u>	<u>Closed Rehabilitated</u>	<u>Competitive Employment Rehabilitation</u>	<u>Closed Non-Rehabilitated</u>
Allegany	29	1	18	1	0	9
Anne Arundel	255	53	82	52	29	68
Baltimore	543	84	178	54	48	227
Calvert	53	8	20	6	4	19
Caroline	31	4	9	9	2	9
Cecil	15	0	7	3	2	5
Charles	83	16	36	14	9	17
Dorchester	26	4	3	10	0	9
Frederick	130	25	70	15	9	20
Garrett	22	1	13	2	1	6
Harford	76	10	26	10	9	30
Howard	35	1	15	13	2	6
Kent	0	0	0	0	0	0
Montgomery	376	62	141	56	45	117
Prince George's	354	46	152	51	47	105
Queen Anne	6	0	4	2	1	0
St. Mary's	84	8	31	16	12	29
Somerset	3	0	3	0	0	0
Talbot	31	6	16	7	0	2
Washington	84	6	54	21	6	3
Wicomico	25	1	5	9	5	10

	<u>Total</u>	<u>Awaiting Service</u>	<u>In Service</u>	<u>Closed Rehabilitated</u>	<u>Competitive Employment Rehabilitation</u>	<u>Closed Non-Rehabilitated</u>
Worcester	5	0	1	3	2	1
Baltimore City	901	148	415	86	72	252
Totals	3,235	506	1,317	452	252	960

FACT SHEET: Maryland's Supported Employment Project**Abstract:**

This project represents a major statewide commitment by State agencies, private service providers and other non-profit organizations, and advocacy groups to provide every severely disabled person in Maryland the opportunity for supported employment. Project implementation will involve every major service system providing "day services" to severely disabled people as well as the business community, facilitated through the Maryland Chamber of Commerce system.

Model programs that demonstrate existing commitment, expertise and success with supported employment are in place in the State. These grant funds will allow the expansion of such efforts statewide by providing technical assistance, addressing disincentives, affecting systems change and encouraging the redirection of existing resources toward supported employment.

Applicant: Maryland State Department of Education's Division of Vocational Rehabilitation

Amount: Approximately \$425,000

Starting Date: October 1, 1985

Duration: 5 years

Collaborating Agencies:

Public System - ...

AREAS EXAMINED BY VOCATIONAL REHABILITATION STAFF IN DETERMINING
ELIGIBILITY AND DEVELOPING AN INDIVIDUALIZED WRITTEN
REHABILITATION PLAN WITH THE CLIENT

FUNCTIONAL AREAS

SENSORY

Vision
Hearing
Speech

MEDICAL CONDITION

Endurance
Absence from work due
to Medical Problems
Stability of Condition
Capacity for Exertion

MOTOR FUNCTION

Upper Extremity Functioning
Hand Functioning
Coordination
Ambulation or Mobility
Motor Speed
Head Control

COGNITIVE FUNCTION

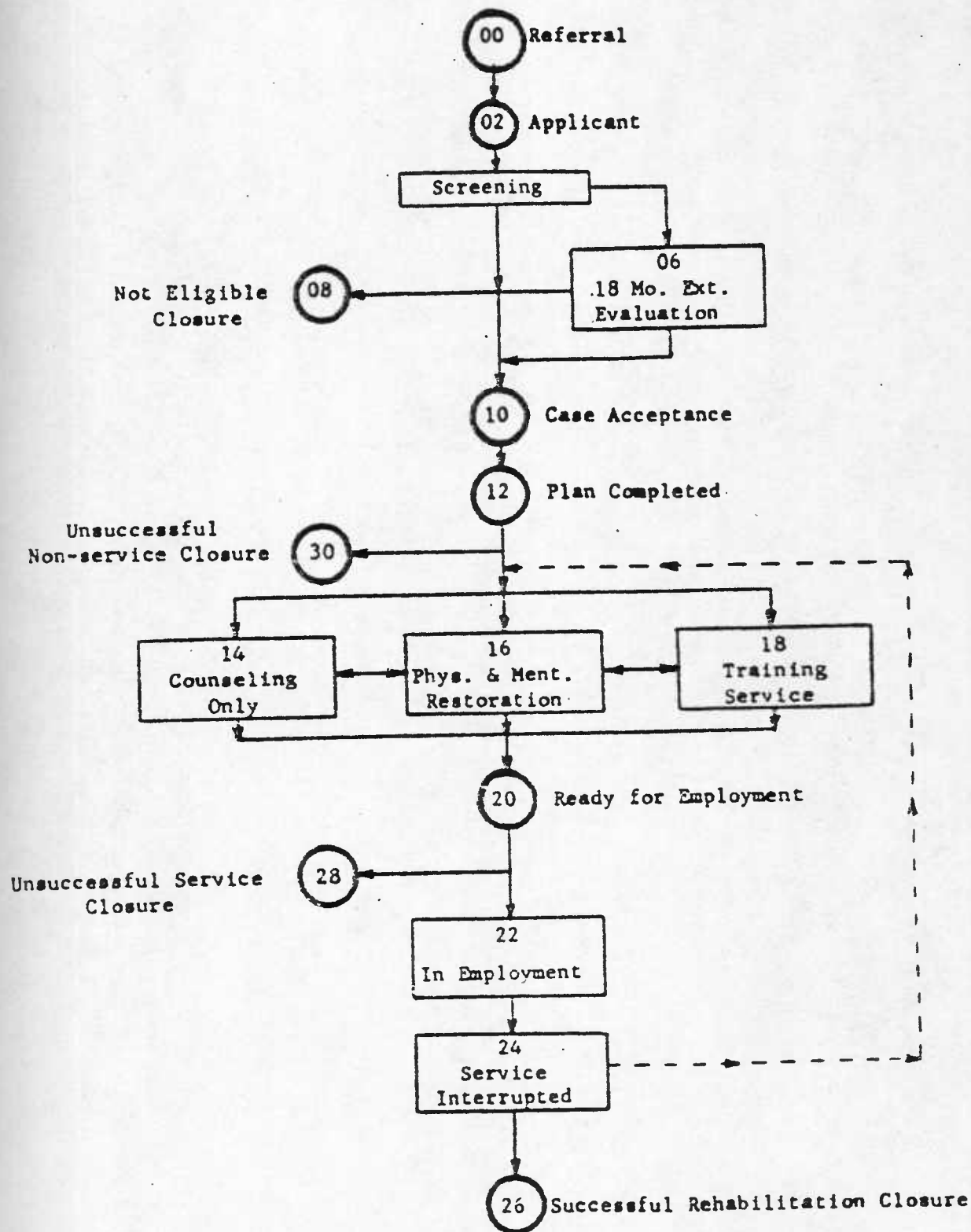
Learning Ability
Memory
Literacy
Language Functioning
Perceptual Organization

PERSONALITY AND BEHAVIOR

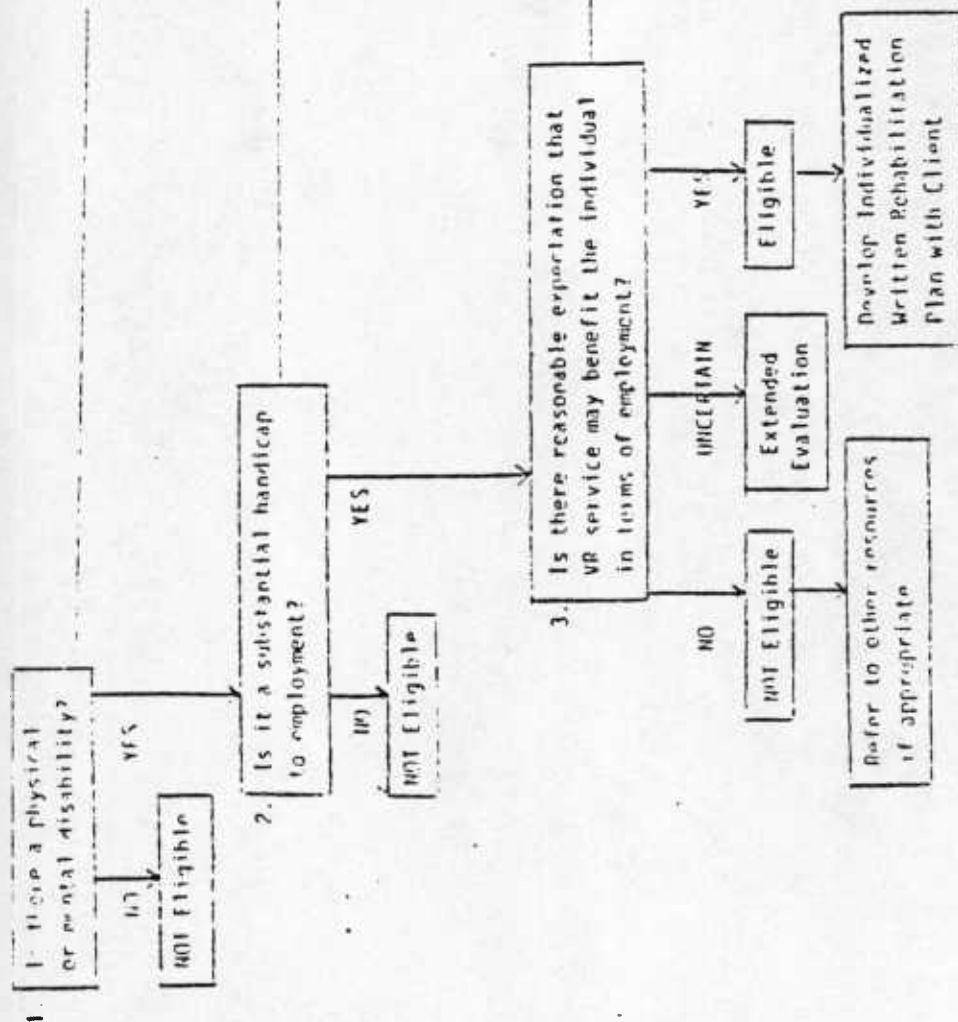
Congruence of Behavior with
Rehabilitation Objectives
Social Support System
Accurate Perception of Capabilities
and Limitations
Judgment
Persistence
Effective Interaction with People
Socially Appropriate Behavior
Decision Making Ability

RELATED FACTORS CONSIDERED

Acceptability to Employers
Work History
Access to Job Opportunities
Work Skills
Personal Appearance
Work Habits
Economic Disincentives

FLOW DIAGRAM OF CLIENTS IN VR PROGRAM

DECISION POINTS IN DETERMINING ELIGIBILITY FOR VOCATIONAL REHABILITATION SERVICES



DEFINITIONS

PHYSICAL OR MENTAL DISABILITY - A stable or slowly progressive physical or mental condition which materially limits, contributes to limiting or, if not corrected, will probably result in limiting an individual's activities or functioning.

VOCATIONAL HANDICAP - A limitation imposed by a disability that renders vocational success more difficult.

FUNCTIONAL LIMITATIONS - Limitations imposed by a disability that impedes an individual's preparation for, or obtaining and retaining employment.

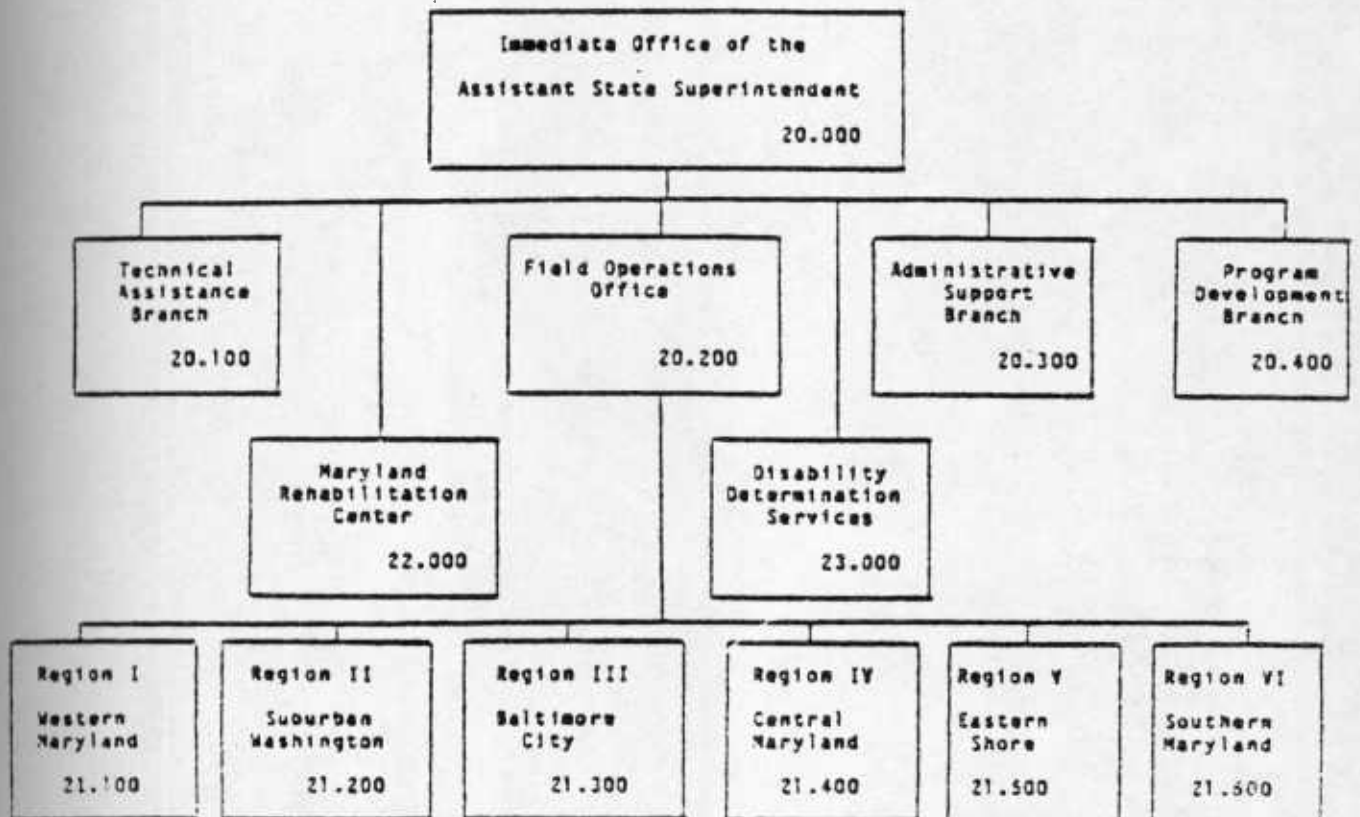
RELATED FACTORS - Factors which negatively impact on successful vocational participation. These emerge from assessment of the client's social, vocational, educational, and environmental circumstances.

REASONABLE EXPECTATION - A likelihood that through vocational rehabilitation services the individual will be able to achieve vocational goals consistent with his capacities and abilities.

EMPLOYABILITY - Readiness for employment in the competitive market, practice of a profession, self-employment, homemaking, farm or family work, sheltered employment, homebound employment or other gainful work.

FUNCTIONAL CAPACITIES - Client assets, strengths, and resources which enhance the client's vocational potential.

VOCATIONAL REHABILITATION SERVICE - Evaluation of vocational rehabilitation potential, counseling and guidance, physical and mental restoration, vocational and other training service, maintenance, transportation, job placement and other goods and service which can reasonably be expected to benefit a handicapped individual in terms of employment.

DIVISION OF VOCATIONAL REHABILITATION

Approved: *John P. Sullivan*
Deputy State Superintendent

July 9, 1982
Date

Effective Date: July 1, 1982

TASK FORCE TO STUDY
THE FUNDING OF SPECIAL EDUCATION

Meeting of December 11, 1985

Dr. Jean Hebeler, Chairperson of the Task Force to Study the Funding of Special Education, opened the meeting of the Task Force on December 11, 1985, at approximately 9:45 a.m.

Present were the following:

Dr. Jean Hebeler	Senator Barbara Hoffman
Mr. Chester Bullard	Delegate Donald Hughes
Delegate James Campbell	Ms. Sarah Johnson
Ms. Ilene Cohen	Ms. Deborah Kendig
Dr. Mary Ellis	Mr. Claud E. Kitchens
Mrs. Martha J. Fields	Dr. Eugene McLoone
Dr. Gail Robinson	Mr. Stanley Mopsik

Ms. Beverly Hiltabidle, represented Senator Arthur Dorman

Ms. Lois Stoner, represented Mr. Pete Holt

Ms. Peggy McCloskey, represented Delegate Elizabeth Smith

A number of interested parties were also in attendance. (Attachment I)

Minutes

The minutes of the November 26, 1985 meeting of the Task Force were unanimously adopted.

Announcements

Dr. Hebeler reported that she had forwarded an Interim Report of the Task Force to Governor Hughes, under the date of December 4, 1985. (Attachment II)

Although Senator Dorman was not present, he had forwarded for distribution to the Task Force a study completed by the Southern Regional Education Board regarding the overall quality of education being offered at various state supported institutions of higher education. (Attachment III)

In response to a previous request, a report prepared by the Department of Fiscal Services, entitled "Need for Uniformity and Parity in Financing Educational Services at Department of Health and Mental Hygiene Facilities", dated February, 1985 was distributed to the Task Force. (Attachment IV)

Also distributed to the Task Force was a Department of Education Handout entitled "Number of Pre-School Children Served in Maryland Special Education Program by Handicap", 12/3/85, which had been requested at the previous meeting. (Attachment V)

Programs and Funding Data for Serving Handicapped - Department of Health and Mental Hygiene

Dr. Gail Robinson and Dr. Avrum Shavrick of the Department of Health and Mental Hygiene, presented a report to the Task Force on programs and funding of handicapped children served by the Department of Health and Mental Hygiene. A report entitled "Special Education Task Force Presentation, December 11, 1985, was distributed.

Several matters of concern were expressed by the Task Force relative to the presentation, such as the full utilization of Medicaid-Title XIX funds, the need for increased funding of services for the adult handicapped population, the amount of money that is being funded for education and related services, and the need to get data on costs of related services. There was considerable discussion concerning a variety of "money following the child" patterns, including those proposed in the previously discussed "Out-of-County Living Arrangements" report.

Dr. Shavrick pointed out that the funding of the various residential facilities was varied and complex. The Task Force expressed the thought that one basic pattern of funding might be feasible. The Task Force was requested to review the Report of the Educational Coordinating Council for State Hospitals and Juvenile Institutions on the Feasibility and Practicality of Transferring Department of Health and Mental Hygiene Education Programs to Local Education Agencies for more insight into this matter.

Dr. Shavrick was requested to provide the Task Force with data on the costs of related services.

Juvenile Services Administration

Mr. Chester Bullard, of the Juvenile Services Administration, distributed to the Task Force a "Report to the Task Force on Special Education Funding" by the Juvenile Services Administration. At the same time he also distributed a report entitled "Testimony Before the House Judiciary Committee, Juvenile Services Administration Initiative", prepared by Secretary Adele Wilzak, Department of Health and Mental Hygiene, dated December 3, 1985, and a report entitled "Juvenile Services Administration Management Study, Institutional Overcrowding, Purchase of Care Program, Adequacy of Institutional Resources, Alternative Placements of Delinquent Youth, Organization Issues", prepared by the Office of Planning, DHMH, dated October, 1985.

Mr. Bullard discussed in detail his Juvenile Services Administration Management Study, stressing that much more needed to be done and that he planned to extend the study. Mr. Bullard detailed the technical assistance and monitoring relationship between JSA and MSDE. He also stated that JSA does not have a separate line item for educational programs.

The Task Force stated that it might be helpful to have a separate line item in the JSA budget for education and to explore the possibility of obtaining federal grants.

Related to this, the Task Force discussed the possibility of including JSA in the education budget cycle of the Education Coordinating Council similar to MHA and MRDDA. Funding from Title XIX had not been pursued by JSA.

Mr. Bullard indicated that educationally handicapped children are not placed in JSA funded Child Care Institutions and that the education programs in these facilities were currently under review by JSA and MSDE.

Next Meeting

Dr. Hebelers stated that the next meeting of the Task Force would be on January 7, 1986, at 9:30 a.m. in Room 100, Senate Office Building, Annapolis, Maryland.

Adjournment

There being no further business, the meeting adjourned at approximately 12:30 p.m.

Respectfully submitted,



Mildred Sciukas
Recording Secretary

INTERESTED PARTIES

ATTENDANCE SHEET

TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

DECEMBER 11, 1985

Dr. Avrum S. Shavrick, Department of Mental Health and Hygiene
Ms. Maureen, Steinecke, MABE
Ms. Elaine Sims, MABE
Ms. Linda Stahr, Department of Fiscal Services
Ms. Juanita Lewis, Baltimore City Public Schools
Mr. Brian Kelly, Montgomery County Executive

Maryland State Department of Education:

Mr. Richard Steinke
Ms. Judy Sachwald
Mr. Dewitt Clark
Dr. Patricia Flynn



UNIVERSITY OF MARYLAND
DIVISION OF
HUMAN & COMMUNITY RESOURCES
COLLEGE OF EDUCATION
COLLEGE PARK 20742

DEPARTMENT OF SPECIAL EDUCATION

TELEPHONE 301-454-2118/2119

December 4, 1985

Governor Harry Hughes
State House
Annapolis, Md. 21401

Dear Governor Hughes:

I am submitting a brief interim report from the Task Force to Study the Funding of Special Education, consistent with your request in the letter of appointment of the Task Force.

The Task Force has established a schedule of meetings and has had two meetings to date. (November 5, 1985 and November 26, 1985). Two additional meetings are scheduled before the opening of the legislative session (December 11, 1985 and January 7, 1986). Meetings will continue during the session with meeting times arranged to accommodate the schedules of the legislators on the Task Force, as much as possible.

A comprehensive information and data base is essential in order to respond to the four charges with which the Task Force was tasked by you. Therefore, the first phase of the Task Force activities includes status reports and testimony regarding adequacy of existing programs and funding from relevant Agencies and Organizations including advocate groups (see attachment I). To date the Task Force has heard testimony from the Department of Education - Divisions of Special Education, Vocational Rehabilitation, Vocational Educational and the Office of Correctional Education. Programs of the Department of Health and Mental Hygiene are scheduled for the agenda of December 11, 1985.

This baseline information process is projected to be completed by March 1986, to be followed by analyses, development and examination of options, etc., with recommendations to be developed by the specified date of October 1986 (see attachment II).

State agencies have been responsive to requests for information and support. I look forward to the continued work of the Task Force and anticipate viable outcomes of its deliberations.

Sincerely,

Jean R. Hebel
Chairperson

Task Force to Study
Funding of Special Education

JRH:gc
Enclosures

Task Force to Study
The Funding of Special Education

Agencies, Organizations, etc., to be invited to provide testimony (preliminary)

A. Public Agencies

Maryland State Department of Education

- Division of Special Education
- Division of Vocational Rehabilitation
- Division of Vocational Education - including Correctional Education Branch

Department of Public Safety and Correctional Services

- Division of Corrections

Department of Health and Mental Hygiene

- Mental Hygiene Administration
- Mental Retardation and Developmental Disabilities Administration
- Juvenile Services Administration

State Coordinating Council for Residential Placement for Handicapped Children

B. Service Providers

Local Education Systems
State Operated Programs
Non-Public Programs

C. Advocate Groups

D. Other

Task Force to Study
The Funding of Special Education

Time Frame

- A. Data gathering, input, testimony, etc.

January, 1986

- B. Data analysis - need determination, etc.

March, 1986

- C. Examination of Options

June, 1986

- D. Final Recommendations

September, 1986

Arkansas Quality Higher Education Study Committee

The study committee was created by students in November 1983, and consisted of a chairman appointed by the Governor, the Director of the Arkansas Department of Higher Education (ADHE) serving as Secretary, and 15 members appointed by the State Board of Higher Education (SBHE). The membership was representative of higher education faculty and administration, secondary school faculty and administration, parents of college and university students, and the general public, and was broadly distributed throughout the state. The Committee was charged in the Act with the responsibility of preparing:

a thorough study of the overall quality of education being offered at the various state-supported institutions of higher education in the State. Such study shall include physical facilities, curricula, teacher qualifications, affirmative action programs, admissions requirements, and such other matters as the Committee may deem necessary or appropriate to enable the Committee to make an analysis of the quality of higher education at the various institutions and to make appropriate recommendations regarding changes which should be made to improve higher education and to make higher education more responsible to the needs of the State of Arkansas.

The Committee's October 1984 report included the following issues and topics:

- Arkansas' needs for higher education
- Coordination, organization and governance
- Number and scope of institutions
- College admission
- Student retention
- General education curriculum
- College assessment
- Transfer credits
- Academic program review
- Teacher education
- Faculty development and evaluation
- Faculty promotion and tenure
- Faculty salaries and workload
- Affirmative action
- Higher education financing: formulas and budgeting process
- Institutional management
- Tuition and fees
- Libraries
- Research and public service
- Facilities

Copies of the report may be obtained from:
 Dr. Paul Marion, Director
 Arkansas Department of Higher Education
 1301 West Seventh Street
 Little Rock, Arkansas 72201-2993

Florida Master Plan for Postsecondary Education

The master planning began with an executive order in August 1980 creating the Postsecondary Education Planning Commission, a lay coordinating body which attained permanent statutory status in June 1981. The master plan was completed in November 1982 and endorsed by the State Board of Education and Legislature in 1983, and now provides statewide coordinating policy for higher education in Florida.

Florida's first comprehensive master plan includes the following issues and topics:

- Florida's needs for higher education
- Institutional roles
- Undergraduate entry and progression standards
- Undergraduate entry and progression assessment
- Emphasis on undergraduate teaching
- Liberal arts skills, knowledge, and curriculum
- Graduate programs and university roles
- Community college academic transfer programs
- Cooperation between K-12 and higher education
- Cooperation between community colleges and universities
- Linkages of public and independent postsecondary education
- Higher education and economic development
- Program budgeting
- Program evaluation
- State financing
- Student tuition and financial aid, public and private
- Basic and applied research
- Postsecondary vocational education
- Adult education
- Remedial education
- Faculty compensation and promotion
- Minority and women faculty
- Libraries

In addition, in March 1984 the Commission published a supplement to the Master Plan: Enhancing the Participation of Minority and Disadvantaged Students in Postsecondary Education. This report, much of which now exists as state policy, includes the following topics:

- Enrollment, performance, and retention in K-12 education
- Public school teaching, counseling, and advising
- K-12 student assessment and accountability
- Compensatory education for K-12 students
- Use of college students as high school tutors
- Basic learning skills for all K-12 students

College-school joint programs
 Standards for placement in college degree study
 Remedial education in college
 Academic progress assessment
 Retention in college
 Student academic support systems
 Minority faculty and administrators
 Financial aid
 Students with limited proficiency in English

Copies of these reports may be obtained from:

Dr. Tom Furlong, Executive Director
 Florida Postsecondary Education Planning Commission
 304 Knott Building
 Tallahassee, Florida 32301

Georgia Study Committee on Public Higher Education Finance

The Study Committee was created by executive order in January 1981. The Committee was composed of university and system officials, legislators, and lay members. Working from a preliminary charge to the Committee by Governor Busbee, the General Assembly, and the Board of Regents, the Study Committee determined that its purpose was to make recommendations concerning all aspects of University System funding: (1) who should pay, (2) how much funding is needed, (3) how to calculate funding requirements, and (4) how to create financial incentives to build and maintain a quality University System.

The following topics were addressed in the report:

- Tuition and fee policy
- Carry-over budgets
- Indirect cost recovery
- Cost savings
- Funding levels and adequacy
- Formula funding system
 - . Instruction and research
 - . Public service
 - . Academic services and institutional support
 - . Plant maintenance
- Quality improvement funding

Copies of this report may be obtained from:

Dr. H. Dean Propst, Chancellor
 State University System of Georgia
 244 Washington Street, S.W.
 Atlanta, Georgia 30334

Mississippi Study of Higher Education Structure

This study by the Mississippi Board of Trustees of State Institutions of Higher Learning resulted from Board concern for the efficient operation of the universities; legislative concern for a recommendation of higher education; a tighter budget requiring the most effective use of funds; and student and alumni concern about potential university closings.

4

A consultants' report was made to the Mississippi Legislature Board in January 1985. The Board debated the following topics and issues:

- System structure, size, and cost
- Future enrollments and financial resources
- Priorities in resource allocation
- Consolidation, closure, or merger of selected institutions
- Other options for strengthening selected universities
- Stronger baccalaureate programs
- Doctoral program review
- Statewide governance and coordination
- Off-campus centers and programs
- Cost containment
- Financing and budgeting
- Funding formula
- University, legislative reactions

Copies of this report may be obtained from:
Dr. E. E. Thrash, Executive Director
Board of State Institutions of Higher Learning
PO Box 2336
Jackson, MS 39225-2336

Kentucky

The Kentucky Council on Higher Education is completing the final stages of a "strategic plan for higher education." The planning process has addressed the following issues and topics, among many others:

- Undergraduate education
- College enrollment rates
- Faculty development
- State financial support
- Formula funding
- State support of endowed professorships
- Program duplication and review
- Vocational education governance
- Medical education
- Legal education
- Dental education
- Adult literacy education
- Economic development

Copies of the report may be obtained from:
Dr. Harry Snyder, Executive Director
Kentucky Council on Higher Education
U.S. 127-South
Frankfort, KY 40601

NEED FOR UNIFORMITY AND PARITY IN FINANCING EDUCATIONAL SERVICES AT
DEPARTMENT OF HEALTH AND MENTAL HYGIENE FACILITIES

Prepared by:
Department of Fiscal Services
February, 1985

Need for uniformity and parity in financing educational services at
Department of Health and Mental Hygiene facilities

Financing of educational services in Department of Health and Mental Hygiene institutions varies from one facility to the next. Some facilities, such as the Potomac Center in Washington County, rely completely on local public schools for education. Others, such as Great Oaks in Montgomery County, send some children to public schools while educating other children on grounds in their own state-operated schools. Two of the Regional Institutes for Children and Adolescents (RICAs) - Montgomery and Cheltenham - use state funds to contract with the Local Education Agencies (LEAs) for educational services on grounds. All three RICAs, as well as the Carter Center, accept local day students in their schools, in addition to the residential students. Those facilities all receive some local contribution, either staff or services, in exchange.

State educational spending per child also varies a great deal. As depicted in Table I, the state spends \$12,055 per child at Rosewood and only \$3,755 at Holly. The primary reasons for the discrepancy are that teachers are paid on the county pay scale, and their salaries reflect seniority. As a result, state spending per child is generally higher in the more affluent counties.

The variation among facilities in financing of educational services and spending per child subverts the legislature's intention to provide greater state aid to education to LEAs with less ability to pay.

There are three possible ways to remedy these inequities:

- 1) Adopt a financing mechanism similar to that used for non public educational placements: this would require the LEA from which the child came to contribute up to 300% of the cost of education. That contribution would be applied only to the direct cost of education. The state would pay the difference between the total cost and the local contribution. This alternative has the advantages of : a) uniformity, b) parity, and c) economy. All LEAs would be responsible for bearing most of the direct costs of educating their children, whether in local public schools or in a Department of Health and Mental Hygiene institutional school. Wealthier LEAs would have a higher per child contribution. By contributing only to the direct cost of education, the counties would be relieved of the related costs, such as speech therapy, physical therapy and ancillary costs. The state would be able to take full advantage of Medicaid reimbursement for these related services. Another benefit of this alternative is that it avoids disruption of the educational program. The Department of Health and Mental Hygiene can continue to operate the schools it now operates, retaining experienced teachers. The disadvantages to this option are: a) the added cost to the counties, and b) it would require changing the law.
- 2) Require LEAs to pay the full cost of educating day students at the RICAs and the Carter Center. The state is assisting the counties by making Level V special education services available in state-constructed facilities. Only counties near a RICA or the Carter Center have this service available. Since the children have educational, and not necessarily psychiatric disorders, there is no reason the state should provide an educational service without full reimbursement. Advantages of this alternative are: a) it would improve uniformity and parity, and b) it would not place as great a financial burden on the LEAs as option #1. All the LEAs sending children on a day basis provide some support, though it varies widely. Prince George's County reportedly already charges the three southern Maryland counties the full 300% contribution for children they send to RICA-Cheltenham. The disadvantage of this alternative is that it fails to remedy the inequities in funding of residential students.

3) Give the LEAs full responsibility for educating children in Department of Health and Mental Hygiene institutions. The Department of Health and Mental Hygiene has little expertise in educational matters, and institutional schools present very restrictive environments. Many institutional residents already attend local public schools. This alternative would have the advantages of: a) placing the whole continuum of educational services for children under one authority, b) allowing the Department of Health and Mental Hygiene to concentrate its efforts where it has the most expertise, and c) providing an incentive for the LEAs to educate children in the least restrictive environment. Disadvantages are: a) it would be the most expensive option for the counties, and b) it would disrupt the existing educational programs at the institutions.

Alternative 1 is recommended. While costs to the LEAs will certainly increase, educational costs are traditionally borne by the counties with state support. Day students comprise 40% of all students in Department of Health and Mental Hygiene schools, and there is little justification for the state bearing the educational costs of these children. The counties already contribute towards the educational costs of the day students, so that the increased costs should not be unbearable. If the state pays related education costs, which are by no means insignificant, a partnership will continue to exist. The counties would also be able to include these children in their enrollment counts, increasing their share of state aid to education. H.B. 1216 would implement this alternative.

The fiscal impact of implementing this recommendation is depicted in Table II. The table displays the approximate local contribution for each subdivision and each facility for F.Y. 1985. The figures are approximate in that some fail to include retirement costs. The contribution was computed by multiplying each county's 300% contribution per child by the number of children at the facility. If the result exceeded actual spending at the facility, the contribution was reduced to the level of actual spending. This process is illustrated for one facility, RICA-Baltimore, in Table III. Since the direct cost of education is \$480,496, and the maximum county contribution is \$797,799, each county's contribution is reduced proportionately.

The total cost to the counties is \$3,699,524. This cost is partially offset by increased aid to education, amounting to \$410,950. The net cost to the counties is \$3,288,574.

Recommend the statute be amended to require each LEA to contribute up to 300% of the cost of education towards the direct educational expenses of children at Mental Hygiene Administration and Mental Retardation and Developmental Disabilities Administration institutions. The responsible LEA will be the one in which the child's parents or guardians are domiciled. The State Department of Education will pay any remaining direct costs, while the Department of Health and Mental Hygiene will be responsible for related costs. The change should take effect in F.Y. 1987.

Table I
Cost of Education Services in Mental Retardation/
Developmental Disabilities and Mental Hygiene Facilities

<u>Facility</u>	<u>Primary service area</u>	<u>General Fund education budget</u>	<u>12/1/84 enrollment</u>	<u>Educational spending per child</u>
<u>MRDDA</u>				
Great Oaks	Montgomery, Prince George's	397,223 **	44	9,028
Holly	Wicomico, rest of Eastern Shore	131,412 **	35	3,755
Rosewood	Baltimore City, Baltimore Co.	687,148	57	12,055
Carter*	Baltimore City	757,820	99	7,655
<u>MHA</u>				
RICA-Balto.	Baltimore City Baltimore Co.	480,496	117	4,107
RICA-Montgomery	Montgomery	1,036,491	170	6,097
RICA-Cheltenham	Prince George's	532,934	89	5,988
Springfield	Carroll	<u>321,709</u>	<u>54</u>	5,958
	TOTAL	4,345,233	665	

* The Carter school program is budgeted under services to the retarded, but most of the students have psychiatric/emotional disorders.

** Excludes retirement

TABLE III. FY 1985 EDUCATION COSTS AT RICA-BALTIMORE

Subdivision	300% Contrib.	# of day students	# of res. students	300% x day	300% x resid.	max. county contribution	county % of total	county % x total ed. costs (480496)
Allegany	5938			0	0	0	0.0000	0
Anne Arundel	7556		2	0	15112	15112	0.0189	9081
Baltimore City	4972	18	42	89496	208824	298320	0.3739	179657
Baltimore	9256	35	8	323960	74048	398008	0.4989	239719
Calvert	7767			0	0	0	0.0000	0
Caroline	5694			0	0	0	0.0000	0
Carroll	5531	1	1	5531	5531	11062	0.0139	6679
Cecil	6498		1	0	6498	6498	0.0081	3892
Charles	6035		1	0	6035	6035	0.0076	3652
Dorchester	5838			0	0	0	0.0000	0
Frederick	6544			0	0	0	0.0000	0
Garrett	5031			0	0	0	0.0000	0
Harford	6971		4	0	27884	27884	0.0350	16817
Howard	8720	2	2	17440	17440	34880	0.0437	20998
Kent	7349			0	0	0	0.0000	0
Montgomery	11346			0	0	0	0.0000	0
Prince George's	8105			0	0	0	0.0000	0
Queen Anne's	6674			0	0	0	0.0000	0
St. Mary's	6923			0	0	0	0.0000	0
Somerset	3732			0	0	0	0.0000	0
Talbot	7686			0	0	0	0.0000	0
Washington	6359			0	0	0	0.0000	0
Wicomico	5619			0	0	0	0.0000	0
Worcester	8343			0	0	0	0.0000	0
GRAND-TOTAL -		56	61	436427	361372	797799	1.000000	480495

NOTES: Source for 300% contribution figures is MSDE

Source for number of students is 12/1/84 census taken by DIRM

Source for total education cost (\$480,495) is FY 1986 budget book

TABLE 11. RECOMMENDED COUNTY CONTRIBUTION AT EACH DHMH FACILITY (FY 1985 DATA)

Subdivision	RICA Balto	RICA Chelt.	RICA Montg.	Carter	Spring-field	Rosewood	Holly	Great Oaks	Total	less additi state aid	Net county contribution
Allegany						5938			5938	862	5076
Anne Arundel	9081				11582	83116			103779	10605	93174
Baltimore City	179658				64020	114356			775682	166888	608794
Baltimore	239720				111072	92560			450430	32076	418354
Calvert		6022						23301	29323	1928	27395
Caroline							17517		17517	4790	12727
Carroll	6678				16729	11062			34469	6336	28133
Cecil	3892					6498	15992		32880	6405	26475
Charles	3652	51375						30175	85202	14331	70871
Dorchester							10776		10776	2556	8220
Frederick			10779		19946				30725	5586	25139
Garrett									0	0	0
Harford	16817			6971	10616	20913			55317	8310	47007
Howard	20998				39570	34880			95448	7938	87510
Kent									0	0	0
Montgomery			981039		11346	11346		34038	1183825	44750	1139075
Prince George's		432689	44673		6112	8105		145890	637469	71874	565595
Queen Anne's							8213		8213	1410	6803
St. Mary's		42848						20769	63617	9482	54135
Somerset									0	0	0
Talbot							4731		4731	311	4420
Washington									0	0	0
Wicomico							58781		58781	13957	44824
Worcester							15402		15402	555	14847

GRAND-TOTAL 480496 532934 1036491 553535 321709 388774 131412 254173 3699524 410950 3288574

Number of Pre-School Children Served
In Maryland Special Education Program
By Handicap

<u>Federal Handicapped Condition</u>	<u>Number of Children</u>
Mental Retardation	447
Hard of Hearing	94
Deaf	96
Speech/Language Impaired	4,331
Visual Handicapped	126
Emotionally Impaired	55
Orthopedically Impaired	241
Health Impaired	470
Learning Disabled	280
Multiple Handicapped	614
Deaf/Blind	15
	<hr/>
	6,769

Source: SSIS Report 3c as of December 1, 1984



MARYLAND STATE DEPARTMENT OF EDUCATION

200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2595
(301) 659- 2489

January 16, 1986

TO: TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

For your information, attached are the proposed minutes of the Task Force to Study the Funding of Special Education for the meeting held on January 7, 1986.

The next meeting of the Task Force will be at 3 P.M. on January 22, 1986, Room 400, Senate Office Building, Annapolis, Maryland. An agenda of the meeting is attached.

PLEASE NOTE:

Meeting will be in Room 400, Senate Office Building Annapolis, MD.

Sincerely,

A handwritten signature in cursive script, appearing to read "M. Sciukas".

M. Sciukas

Recording Secretary

MS

Enclosures
Minutes
Agenda

TASK FORCE TO STUDY THE
FUNDING OF SPECIAL EDUCATION

AGENDA

January 22, 1986

- I. Adoption of Minutes
- II. Programs And Funding Data Public School
For Serving Handicapped Superintendents
Association of
Maryland (PSSAM)
- III. Other Business
- IV. Adjournment

TASK FORCE TO STUDY
THE FUNDING OF SPECIAL EDUCATION

Meeting of January 7, 1986

Dr. Jean Hebeler, Chairperson of the Task Force to Study the Funding of Special Education, opened the meeting of the Task Force on January 7, 1986, at approximately 9:45 A.M.

Present were the following:

Dr. Jean Hebeler, Chairperson
Mr. Chester Bullard
Delegate James Campbell
Senator Howard Denis
Senator Arthur Dorman
Dr. Mary E. Ellis
Mrs. Martha J. Fields
Senator Barbara Hoffman
Mr. David Ricker

Mr. Peter Holt
Ms. Sarah Johnson
Ms. Deborah Kendig
Dr. Claud Kitchens
Dr. Eugene McLoone
Mr. Norman Moore
Mr. Stanley Mopsik
Delegate Nancy Murphy

Dr. Avrum Shavrick represented Dr. Gail Robinson.

A number of interested parties were also in attendance.
(Attachment I)

Minutes

The minutes of the December 11, 1985, meeting were approved as presented.

Announcements

Dr. Hebeler announced that the next meetings would be as follows:

January 22, 1986 - 3 P.M. - Senate Reception Room, Senate
Office Building
February 24, 1986 - 1 P.M. - Calvert Room, State House
March 10, 1986 - 9:30 A.M. - Calvert Room, State House

Dr. Hebeler suggested that close attention should be paid to the mailings since it is possible that dates and place could be changed.

State Coordinating Council For Residential Placement of Handicapped Children (SCC)

Dr. Hebeler introduced Mr. Philip Holmes, Executive Director of the State Coordinating Council for Residential Placement of Handicapped Children (SCC), who presented an overview of the SCC. (Attachments I and II)

The SCC had developed procedures for the operation of Local Coordinating Councils for Residential Placement of Handicapped Children (LCC) whose function is the placement of handicapped children in the least restrictive environment. Five agencies are involved in the decision-making process for children needing residential care placement. They are the Maryland State Department of Education (MSDE), Local Education Agency (LEA), Mental Retardation/Developmental Disabilities Administration (MRDDA), Juvenile Services Administration (JSA), Social Services Administration (SSA), and the Department of Social Services (DSS).

Mr. Holmes distributed to the Task Force FY '86 LCC and SCC Statistics of the work of the nine operational LCCs from July 1, 1985 to December 31, 1985. (Attachment V) He also distributed the LRE check list used by the SCC in the placement of handicapped children. (Attachment VI)

During the discussion held after Mr. Holmes' presentation the Task Force expressed interest in actual placement of children by the LCC/SCC and if there was difficulty in arriving at an agreement on placement. Senator Hoffman inquired if there was any disagreement of placements between the LCC and parents. If consensus cannot be reached, the LCC votes and sends the case to the SCC. This decision is accompanied with a minority report, in most cases. The Task Force asked about the effect funding had on the placement of children, if decisions were influenced by knowing where the dollar was, and the amount of monies contributed by the five placement agencies.

A discussion was held on the RICAs and Mrs. Fields stated that consistent with HB 1268 passed during the 1984 session, all RICAs should be comparable to RICA/Rockville by 1989. The Department of Health and Mental Hygiene is working toward implementing this.

Further discussion was held on the SCC Funding Pool, the amount contributed by LEAs over the 300% funding formula, and projections and needs of FY '86 and FY '87 budgets. Mr. Steinke was requested to forward to the Task Force data on the 300% formula.

Mr. Holmes stated that the SCC/LCC has as future goals the following:

Reporting and developing programs for above group and out-of-state placements

Development of programs, if necessary, to bring children back into state from out-of-state placements

Development of therapeutic group homes

Development of special foster care services

Maryland Association of Nonpublic Special Education Facilities (MANSEF)

Mr. Mopsik introduced Lillian Davis, the current president of MANSEF, who presented an overview of the MANSEF organization. The following handouts were distributed to the Task Force:

Summary of the Schools Which Comprise the Maryland Association of Nonpublic Special Education Facilities (MANSEF)

MANSEF - Purpose of the Organization

MANSEF Member Description - Summary Information

Abstract - An Analysis of Program Costs and Intensity of Services for Public and Nonpublic Special Education in Maryland
MANSEF 1984

Maryland Association of Nonpublic Special Education Facilities -
Description of Programs 1986

Mr. Richard Gulas, Principal of the Hannah More Center, discussed a study that had been done to determine the costs of public and private special education facilities for FY '84 school year, analyze the costs differences, and determine and analyze the related services intensity levels.

Mr. Mopsik and Ms. Davis stated that MANSEF has a very good rapport with the LEAs and the Maryland State Department of Education. MANSEF schools are Levels V and VI and are for children needing intense services. Most placements are for children which public schools do not have sufficient programs. The main concern of MANSEF was the length of time needed to make some placements. In some cases there was a 6-8 month wait before approval of placement. Some of the reasons for this were identified

as difficulty securing parental participation in the process, need of parent surrogate, and LEA internal procedures. MANSEF again stated that the cooperation of the Maryland State Department of Education in assisting in such cases was very helpful.

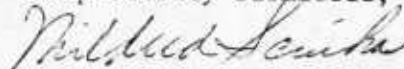
Next Meeting

Dr. Hebeler stated that the next meeting of the Task Force would be on January 22, 1986, at 3 p.m. Senate Reception Room, Senate Office Building, Annapolis, Maryland.

Adjournment

There being no further business, the meeting adjourned at approximately 12:30 p.m.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read "Mildred Sciukas".

Mildred Sciukas
Recording Secretary

TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

INTERESTED PARTIES

ATTENDANCE

January 7, 1986

Ms. Lillian R. Davis, Maryland Association of Nonpublic Special
Education Facilities (MANSEF)
Ms. Susan Rapp, Association of Children with Learning Disabilities,
(ACLD), Howard County
Mr. Philip Holmes, State Coordinating Council for Residential Placement
of Handicapped Children (SCC)
Ms. Maureen K. Steinecke, MABE
Ms. Lois Stoner, Montgomery County Public Schools
Mr. Brian Kelly, Montgomery County Office of State Affairs

Maryland State Department of Education (MSDE)

Dr. Patricia Flynn, Project Basic



The State of Maryland

Executive Department Attachment II

EXECUTIVE ORDER

01.01.1982.09

STATE COORDINATING COUNCIL ON SERVICES TO HANDICAPPED CHILDREN

WHEREAS, The State Coordinating Committee on Services to Handicapped Children was established by Executive Order 01.01.1978.07, as amended by Executive Order 01.01.1979.17, to accomplish certain tasks, including the formulation of recommendations to the Governor on procedures for the placement of and funding for handicapped children in non-public facilities; and

WHEREAS, The State Coordinating Committee on Services to Handicapped Children has developed a uniform, coordinated, State-wide procedure for the placement of and the determination of funding of programs for handicapped children requiring residential placement; and

WHEREAS, The State Coordinating Committee on Services to Handicapped Children has recommended the implementation of these procedures; and

WHEREAS, These procedures are designed to implement the following existing programs being administered individually by the Department of Health and Mental Hygiene, the Department of Human Resources, and the State Board of Education:

(1) The purchase of services for handicapped children from private agencies or organizations by the Juvenile Services Administration pursuant to Section 6-113 of the Health-General Article;

(2) The purchase of services for handicapped children from persons by the Mental Retardation and Developmental Disabilities Administration pursuant to Section 7-204(e) of the Health-General Article;

(3) The providing of foster care for children and care, diagnosis, training, education, and rehabilitation of children in group homes and institutions operated by non-profit charitable corporations by the Department of Human Resources pursuant to Article 38A, Sections 32C and 61 of the Annotated Code of Maryland; and

(4) The placement of children in need of special educational services in appropriate non-public educational programs that offer these services pursuant to Section 3-409 of the Education Article and the Education of the Handicapped Act, §§ 611 through 620, as amended, 20 U.S.C.A. §§ 1411 through 1420; and

WHEREAS,

The Governor has the power under Article II, Section 24 of the Maryland Constitution and Article 41, Section 15C of the Annotated Code of Maryland to order, not inconsistent with law, such reorganizations as he may deem necessary and desirable.

NOW, THEREFORE,

I, HARRY HUGHES, GOVERNOR OF MARYLAND, PURSUANT TO THE AUTHORITY VESTED IN ME BY THE CONSTITUTION AND LAWS OF MARYLAND, HEREBY PROMULGATE THE FOLLOWING EXECUTIVE ORDER:

1. There is a State Coordinating Council for Residential Placement of Handicapped Children (the "State Coordinating Council") within the Executive Branch of the Government.

2. The members of the State Coordinating Council are the Secretary of the Department of Health and Mental Hygiene, the Secretary of the Department of Human Resources, and the State Superintendent of Schools, or their respective designees. The Director of the Governor's Office for the Coordination of Services to the Handicapped is a non-voting, ex-officio member of the State Coordinating Council.

3. (a) There is a Chairman of the State Coordinating Council who shall serve terms of twelve months in three year cycles of rotation as provided in this paragraph.

(b) The Secretary of the Department of Health and Mental Hygiene is the Chairman of the State Coordinating Council for a term of twelve consecutive months beginning on the effective date of this Executive Order. The Secretary of the Department of Human Resources shall succeed the Secretary of the Department of Health and Mental Hygiene as Chairman for a term of twelve consecutive months, and the State Superintendent of Schools shall succeed the Secretary of the Department of Human Resources for a term of twelve consecutive months.

(c) After the initial three year cycle of rotation of the office of Chairman, each voting member shall serve as Chairman for a twelve month term in the order set forth in Subparagraph (b) of this paragraph.

4. The State Coordinating Council shall appoint an Executive Director who shall serve at the pleasure of the State Coordinating Council and shall receive such compensation as provided through State budgetary procedures. The Executive Director may employ additional staff with the approval of the State Coordinating Council and as provided in the State budget.

5. The State Coordinating Council shall:

(a) Develop procedures for the operation of Local Coordinating Councils for Residential Placement of Handicapped Children ("Local Coordinating Councils")

(b) Periodically review the residential placement decision procedures of the Local Coordinating Councils;

(c) Receive and review recommendations for the individual placement of handicapped children in residential programs submitted by the Local Coordinating Councils;

(d) Assure that the Local Coordinating Councils consider all alternatives for the provision of services to handicapped children and their families in the community;

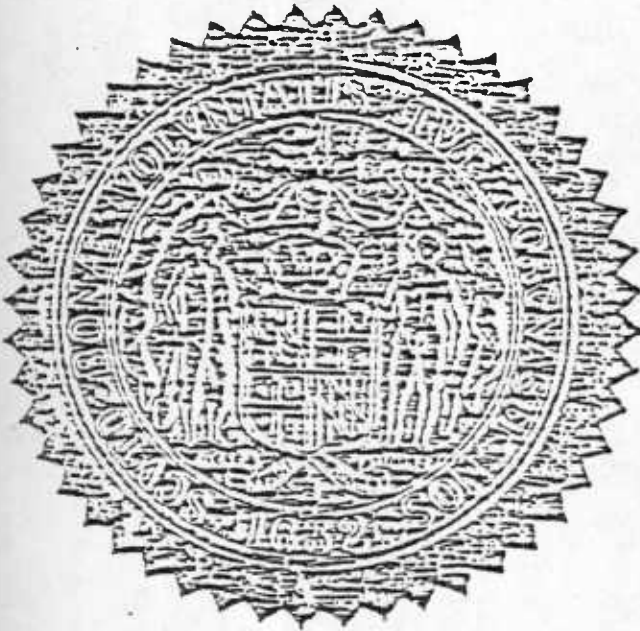
(e) Plan and coordinate with the Local Coordinating Councils concerning the adequate provision of multiple agency services to handicapped children requiring residential placement;

(f) In cooperation with the Local Coordinating Councils, monitor the services being provided to children placed in residential programs;

(g) Establish and maintain a multiple agency information system to assure agency accountability and provide State service planning capability; and

(h) Coordinate such evaluations of residential facilities for handicapped children as are required by statute.

6. This Executive Order is effective on July 1, 1982.



GIVEN Under My Hand and the Great Seal of the State of Maryland, in the City of Annapolis, this 3rd day of July, 1982.

Harry Hughes
Harry Hughes
Governor

ATTEST:

Patricia G. Holtz
Patricia G. Holtz
Acting Secretary of State



HARRY HUGHES
GOVERNOR

STATE OF MARYLAND
EXECUTIVE DEPARTMENT

STATE COORDINATING COUNCIL
FOR RESIDENTIAL PLACEMENT
OF HANDICAPPED CHILDREN

200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201
(301) 859-1803

PHILIP C. HOLMES
EXECUTIVE DIRECTOR

STATE COORDINATING COUNCIL MEMBERSHIP

JULY 1985

DR. TREVOR HADLEY (CHAIRPERSON)
ASSISTANT SECRETARY
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AND DEVELOPMENTAL DISABILITIES
DEPARTMENT OF HEALTH & MENTAL HYGIENE
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(EX-OFFICIO)

MS. ELLEN A. CALLEGARY
SPECIAL ASSISTANT TO THE
ATTORNEY GENERAL
ATTORNEY GENERAL'S OFFICE
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7 N. CALVERT STREET
BALTIMORE, MD 21202
(LEGAL COUNSEL TO SCC)



HARRY HUGHES
GOVERNOR

STATE OF MARYLAND
EXECUTIVE DEPARTMENT
STATE COORDINATING COUNCIL
FOR RESIDENTIAL PLACEMENT
OF HANDICAPPED CHILDREN

200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201
(301) 659-1803

PHILIP C. HOLMES
EXECUTIVE DIRECTOR

LOCAL COORDINATING COUNCILS
FOR RESIDENTIAL PLACEMENT OF HANDICAPPED CHILDREN

JANUARY, 1986

Operational

Anne Arundel County
Baltimore City
Baltimore County
Charles County
Howard County
Montgomery County
Prince George's County
Queen Anne's County
Washington County

To Become Operational In The Spring Of 1986

Carroll County
Cecil County
Dorchester County
Frederick County
Harford County
Wicomico County

To Become Operational In State Fiscal Year 1987

Allegany County
Calvert County
Caroline County
Garrett County
Kent County
St. Mary's County
Somerset County
Talbot County
Worcester County



HARRY HUGHES
GOVERNOR

STATE OF MARYLAND
EXECUTIVE DEPARTMENT
STATE COORDINATING COUNCIL
FOR RESIDENTIAL PLACEMENT
OF HANDICAPPED CHILDREN

200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201
(301) 659-1803

PHILIP C. HOLMES
EXECUTIVE DIRECTOR

January 6, 1986

MEMORANDUM

TO: Members, Task Force To Study The Funding Of Special Education

FROM: Philip C. Holmes
Executive Director

SUBJECT: FISCAL YEAR 1986 LOCAL COORDINATING COUNCIL AND STATE COORDINATING
COUNCIL STATISTICS

The following statistics are presented to bring you up-to-date on the work of the nine operational Local Coordinating Councils. The period reported on is the first six months of the current fiscal year, July 1, 1985 through December 31, 1985.

Number Of Children Referred To The Nine Local Coordinating Councils

From July 1 through December 31, 1985, a total of 190 children have been referred to the nine operational Local Coordinating Councils. The referrals on a Local Coordinating Council by Local Coordinating Council break out as follows:

<u>Local Coordinating Council</u>	<u>Number Of Referrals</u>
Anne Arundel County	21
Baltimore City	52
Baltimore County	25
Charles County	4
Howard County	20
Montgomery County	6
Prince George's County	46
Queen Anne's County	11
Washington County	5

Total Number of LCC Referrals (7-1-85 to 12-31-85)

190

420 is our estimate for the total number of handicapped children who will be referred to these nine Local Coordinating Councils for all of fiscal year 1986. Trend data to better predict LCC referrals are being gathered.

Local Coordinating Council Decision-Making Data

The following data give you an idea of decision-making made on behalf of the 190 handicapped children referred to our nine Local Coordinating Councils:

- * 39 cases have been successfully planned for and resolved by our Local Coordinating Councils (no SCC involvement).
- * 71 cases are being planned for by Local Coordinating Councils.
- * 80 cases have been referred to the State Coordinating Council with a recommendation for an above group home placement (5 cases were pending SCC decisions at the beginning of fiscal 1986).

State Coordinating Council Decision-Making Data

Of the 80 cases referred to the State Coordinating Council for above group home placements, the SCC has decided 57 cases. Our decisions:

- * 47 cases have been approved for above group home placements.
- * 23 cases are pending SCC approval decisions.
- * 1 case have been denied with programs and resources substituted.
- * 9 cases have been withdrawn by Local Coordinating Councils.

For the 47 number of handicapped children approved by the SCC for above group home residential placements:

- * 27 handicapped children have gone to in-state residential programs; and
- * 20 handicapped children have gone to out-of-state residential programs.

Financial Data

For fiscal year 1986 State Coordinating Council approved residential placements, the following data depict the agency by agency costs:

LCC	Child's Name	Entry Date	Total Prorated FY 86 Costs	MSDE	LEA	MFDDA	USA	SSA	DSS
A.A. Co.	Earl N. (Eagleton, MA)	10/14	21,483	2,285	7,590		11,608		
	Ronald S.* (Eagleton, MA)	10/30	17,663	0	6,902		10,761		
	Scott L.* (Au Clair, DE)	2/1	34,863	17,275	7,590	10,000			
	Chris. G.* (Edgemead, MD)	1/22	17,032	2,298	7,590		7,144		
Baltimore County	Charles B. (Martin Pollak, MD)	7/19	35,642					22,783	12,859
	Chris. B. (Good Shepherd, MD)	9/17	18,724					6,219	12,505
	Brian W. (Richcroft, MD)	7/25	30,138					17,462	12,676
	Kris. J. (Martin Pollak, MD)	7/26	34,921					21,835	13,086
	Cynthia W. (Martin Pollak, MD)	11/15	27,098				27,098		
	Greg J. (Edgemead, MD)	3/5	38,855				38,855		
	Craig L. (Woods School, PA)	12/2	20,811	10,779	10,032				
	Kenton A. (Linwood, MD)	12/16	14,394	4,363	10,032				

Members, Task Force To Study The Funding Of Special Education
 January 6, 1986
 Page Four

LCC	Child's Name	Entry Date	Total Prorated FY 86 Costs	MSDE	LEA	MRDDA	JSA	SSA	DSS
Baltimore									
City	Stan F. (AIMS, NJ)	10/31	21,445	16,621	4,824				
	Wayne W. (Martin Pollak, MD)	9/19	31,980					21,356	10,625
	Lat. R. (Good Shepherd, MD)	9/18	19,125					6,353	12,773
	Glen H.* (Martin Pollak, MD)	11/11	25,316				12,658	4,041	8,617
	Carlos F. (Woodbourne, MD)	1/7	14,251					4,538	9,713
	Willbert B. (Woodbourne, MD)	11/12	18,811					5,990	12,821
	James M. (CSSAC, MD)	1/2	23,613	18,789	4,824				
	Chris S. (Linwood, MD)	1/3	13,119	8,295	4,824				
Howard									
County	Mark R. (Edgemoade, MD)	8/14	34,064		9,369			10,407	14,288
	Nancy C. (Woodbourne, MD)	9/4	24,384					11,030	13,354
	Ellen K. (Devereaux, PA)	10/7	25,641	16,271	9,369				
	Michael H. (Anne Carlson, ND)	7/1	24,845	15,476	9,369				
	William B. (Kolbourne, MA)	1/10	20,843	11,474	9,369				

Members, Task Force To Study The Funding Of Special Education
 January 6, 1986
 Page Five

LCC	Child's Name	Entry Date	Total Prorated FY 86 Ccsts	MSDE	LEA	MRDDA	JSA	SSA	DSS
Montgomery									
County	Charles D. (Hoffman, PA)	8/22	29,400		4,624			10,845	13,931
	Chris K. (Woodbourne, MD)	10/1	19,272		2,688			4,394	12,190
Prince George's									
County	John O. (Edgemeade, MD)	8/7	34,810	13,615	6,594		14,601		
	Carl W. (Edgemeade, MD)	10/22	26,719	8,918	6,594				11,207
	Charles T. (Grafton, VA)	9/28	23,315	16,721	6,594				
	John A. (Devereux, PA)	10/21	24,160	17,566	6,594				
	Richard C. (Kolbourne, MA)	10/16	31,144	24,550	6,594				
	Terrance W. (Au Clair, DE)	10/1	20,921	14,327	6,594				
	Timothy B. (Edgemeade, MD)	10/16	27,358	9,288	6,594		11,476		
	Robert B. (Edgemeade, MD)	11/5	25,229	8,052	6,594				10,583
	Tyrone P. (Edgemeade, MD)	10/17	27,252	4,516	6,594		16,142		
	Felic. C. (Episcopal Center, DC)	10/16	18,071	11,477	6,594				
	Robert S. (Edgemeade, MD)	11/13	24,377	17,783	6,594				

Members, Task Force To Study The Funding Of Special Education
 January 6, 1986
 Page Six

LCC	Child's Name	Entry Date	Total Prorated FY 86 Costs	MSDE	LEA	MRDDA	JSA	SSA	DSS
Prince George's									
County	Chris. S.*	11/18	18,991	12,397	6,594				
	(Grafton, VA)								
	Jerry C.*	11/13	16,040	9,446	6,594				
	(Episcopal Center, DC)								
	Rcd W.	12/4	22,248	4,508	6,594		9,332		
	(Edgemede, MD)						1,815		
	Andre A.	12/5	22,142	4,455	6,594		9,288		
	(Edgemede, MD)						1,806		
	Nicole M.	12/1	23,516	16,922	6,594				
	(Lake Grove, CT)								
	Pat C.	12/9	29,560	13,857	6,594				9,109
	(National Children's Center, DC)								
	Ian C.	1/6	32,703	14,537	6,594	11,572			
	(National Children's Center, DC)								
	James G.*	1/15	20,238	6,187	6,594	7,457			
	(Kolbourn, MA)								
	Vernon M.*	1/21	17,139	10,545	6,594				
	(Edgemede, MD)								

*Estimated Entry Dates

LCC		Total Prorated FY 86 Costs	MSDE	LEA	MRDDA	JSA	SSA	DSS
A.A. Co.	Subtotals	91,041	21,858	29,672	10,000	29,513	0	0
B. County	Subtotals	220,583	15,142	20,064	0	65,953	68,299	51,126
B. City	Subtotals	167,660	43,705	14,472	0	12,658	42,278	54,549
Charles	Subtotals	0	0	0	0	0	0	0
Howard	Subtotals	129,777	43,221	37,476	0	0	21,437	27,642
Montgomery	Subtotals	48,672	0	7,312	0	0	15,239	26,121
P.G.	Subtotals	485,934	239,667	131,880	11,572	71,916	0	30,899
Q.A.	Subtotals	0	0	0	0	0	0	0
Washington	Subtotals	0	0	0	0	0	0	0
GRAND TOTALS		1,143,667	363,593	240,876	21,572	180,040	147,253	190,337
			31%	21%	1%	15%	12%	16%

- Notes: (1) The cost data do not include MSDE Level VI educational placements which were renewed for fiscal year 1986. The data also do not include Level VI placements approved since July 1, 1985 for counties which do not have Local Coordinating Councils.
- (2) The cost data do not include Social Services Administration excess-cost placements for handicapped children renewed for fiscal 86. The cost data also do not include excess-cost placements for handicapped children approved since July 1, 1985 from counties which do not have Local Coordinating Councils.
- (3) The cost data do not include Juvenile Services Administration super-rate placements for handicapped children renewed for the current fiscal year. The cost data also do not include costs for super-rate placements for handicapped children from counties which do not have Local Coordinating Councils for the current fiscal year.

Handicapped Children Approved By The SCC For Residential Placements In Fiscal
 Year 1985 Who Have Continued In Residential Placement For Fiscal Year 1986

LCC	Child's Name	Eff. Renewal Date	Total Prorated FY 86 Costs	MSDE	LEA	MRDDA	JSA	SSA	DSS
Baltimore									
County	George C.	7/1	32,085	22,053	10,032				
	George C.	7/1	32,085	22,053	10,032				
Prince George's									
County	Steve L.	7/1	38,855	15,965	6,594		16,296		
	Donna W.	7/1	30,540	9,894	6,594		14,052		
	Anna J.	7/1	30,540	14,578	6,594		9,368		
	James M.	7/1	38,855	15,965	6,594		16,296		
Queen Anne's									
City	James A.	7/1	14,055	7,293	6,762				
Washington									
County	Greg S.	7/1	33,025	9,560	7,169				16,296
TOTALS			250,040	117,361	60,371	0	56,012	0	16,296
				47%	24%	0%	22%	0%	7%

CHILD'S NAME: _____

AGENCY: _____

CASE MANAGER/SERVICE COORDINATOR: _____

TELEPHONE NO.: _____

DATE COMPLETE: _____

DATE BEGAN: _____

LOCALLY

SERVICE

NEEDED HEALTH AND MEDICAL SERVICES

TRIED
SERVICE BUT NOT
PROVIDED SUCCESSFUL OPENING

ACCEPTED SERVICE AVAILABLE BUT NOT PROVIDER BUT NOT IS NOT

REJECTED ACCESSIBLE AVAILABLE

SERVICE PROVIDER(DATE)

1. HOSPITALIZATION

2. INFANT STIMULATION PROG.

3. EARLY IDENT. & INTERV. PROG.

4. CRIPPLED CHILDREN'S SERVICES

5. OTHER

SPECIAL MEDICAL SERVICES

6. HOME NURSING

7. MEDICATION

8. PHYSICAL THERAPY

9. OCCUPATION THERAPY

10. HEALTH/MEDICAL MONITORING

11. OTHER

DIAGNOSTIC EXAMINATIONS

12. GENERAL PHYSICAL

13. PSYCHIATRIC

14. PSYCHODIAGNOSTIC

15. PSYCHONEUROLOGICAL

16. NEURO-MUSCULAR

17. SPEECH/LANGUAGE

18. OTHER

PERIODIC SCREENING/EVALUATIONS

19. AUDIOLOGICAL

20. VISUAL

21. DENTAL

22. OTHER

BENEFITS ELIGIBILITY DETERMINATION

23. MEDICAID

24. S.S.I.

25. M.R.D.D.A. CRITICAL NEEDS LIST

26. CRIPPLED CHILDREN'S SERVICES

27. OTHER

NOTES:

CHILD'S NAME: _____		CASE MANAGER/SERVICE COORDINATOR: _____		DATE COMPLETE: _____				
AGENCY: _____		TELEPHONE NO.: _____		DATE BEGAN: _____				
SERVICE NEEDED	EDUCATIONAL PROGRAMS AND SERVICES	SERVICE PROVIDED	TRIED BUT NOT SUCCESSFUL	ACCEPTED SERVICE BUT NO OPENING	AVAILABLE BUT NOT ACCESSIBLE	LOCALLY AVAILABLE	IS NOT AVAILABLE	SERVICE PROVIDER(DATE)
EDUCATIONAL PROGRAMS								
_____	1. CHILD FIND	_____	_____	_____	_____	_____	_____	_____
_____	2. HEAD START PROGRAM	_____	_____	_____	_____	_____	_____	_____
_____	3. PRESCHOOL PROGRAM	_____	_____	_____	_____	_____	_____	_____
_____	4. THERAPEUTIC NURSERY SCHOOL	_____	_____	_____	_____	_____	_____	_____
_____	5. REGULAR PUBLIC EDUCATION	_____	_____	_____	_____	_____	_____	_____
_____	6. REGULAR PUB. ED./ALTERNATIVE PROG.	_____	_____	_____	_____	_____	_____	_____
_____	7. SPECIAL ED. PUB. LEVEL I TO IV	_____	_____	_____	_____	_____	_____	_____
_____	8. NONPUBLIC SP.ED. LEVEL V	_____	_____	_____	_____	_____	_____	_____
_____	9. SPECIAL ED. PUB. LEVEL V	_____	_____	_____	_____	_____	_____	_____
_____	10. HOME TEACHING	_____	_____	_____	_____	_____	_____	_____
_____	11. PRIVATE DAY SCHOOL	_____	_____	_____	_____	_____	_____	_____
_____	12. CORRECTIONAL FACILITY	_____	_____	_____	_____	_____	_____	_____
_____	13. LOCAL JSA/DSS EDUCA. SUPP. SERV. PROG.	_____	_____	_____	_____	_____	_____	_____
_____	14. VOCATIONAL REHABILITATION PROG.	_____	_____	_____	_____	_____	_____	_____
_____	15. OTHER	_____	_____	_____	_____	_____	_____	_____
EDUCATIONAL SERVICES								
_____	16. EDUCATIONAL DIAGNOSTIC ASSESSMENT	_____	_____	_____	_____	_____	_____	_____
_____	17. DEVELOP I.E.P.	_____	_____	_____	_____	_____	_____	_____
_____	18. PARENT SURROGATE FOR I.E.P.	_____	_____	_____	_____	_____	_____	_____
_____	19. LOCAL HOME SCHOOL A.R.D.	_____	_____	_____	_____	_____	_____	_____
_____	20. MAINSTREAMING/TRANSITIONING SERV.	_____	_____	_____	_____	_____	_____	_____
_____	21. PREVOCATIONAL EDUCATION	_____	_____	_____	_____	_____	_____	_____
_____	22. VOCATIONAL DIAGNOSTIC ASSESSMENT	_____	_____	_____	_____	_____	_____	_____
_____	23. VOCATIONAL/TECHNICAL EDUCATION	_____	_____	_____	_____	_____	_____	_____
_____	24. SUPERVISED VOCATIONAL EXPERIENCE	_____	_____	_____	_____	_____	_____	_____
_____	25. SUMMER PROGRAM (SCHOOL)	_____	_____	_____	_____	_____	_____	_____
_____	26. TUTORIAL SERVICES	_____	_____	_____	_____	_____	_____	_____
_____	27. SPEECH/LANGUAGE THERAPY	_____	_____	_____	_____	_____	_____	_____
_____	28. DAILY LIVING (SURVIVAL) SKILLS PROG.	_____	_____	_____	_____	_____	_____	_____
_____	29. GUIDANCE COUNSELING SERVICES	_____	_____	_____	_____	_____	_____	_____
_____	30. OTHER	_____	_____	_____	_____	_____	_____	_____

NOTES: _____

CHILD'S NAME: _____

AGENCY: _____

CASE MANAGER/SERVICE COORDINATOR: _____

DATE BEGAN: _____

TELEPHONE NO.: _____

DATE COMPLETE: _____

SERVICE

NEEDED

DIRECT FAMILY SUPPORT SERVICES

TRIED BUT NOT

SERVICE PROVIDED

ACCEPTED

BUT NO

PROVIDER BUT NOT

LOCALLY

IS NOT

OPENING REJECTED ACCESSIBLE AVAILABLE

SERVICE PROVIDER(DATE)

1. ASSESSMENT OF FAMILY FUNCTIONING

2. EXTENDED FAMILY NETWORKING

3. CASE MANAGEMENT/COORDINATION SERV.

4. FINANCIAL ASSISTANCE

5. IN-HOME AIDE

6. RESpite CARE

7. EMPLOYMENT REFERRAL SERVICES

8. HOME MAKER SERVICES

9. BABY SITTING SERVICES

10. FAMILY THERAPY

11. LICENSED DAY CARE

12. MARITAL COUNSELING

13. PARENT SUPPORT GROUP

14. TRANSPORTATION W/ BEHAV. MOD.

15. GENETIC COUNSELING

16. PARENTING SKILLS EDUCATION PROG.

17. BEFORE SCHOOL DAY CARE

18. SPECIAL TRANSPORTATION ARRANGEMENTS

19. AFTER SCHOOL DAY CARE

20. DIVORCE MEDIATION SERVICES

21. OTHER

22. OTHER

23. OTHER

BENEFITS ELIGIBILITY DETERMINATION

24. AID TO FAMILIES W/ DEPENDENT CHILDREN

25. FOOD STAMPS

26. NUTRITION PROG. FOR W. I. C.

27. EMERGENCY ASSISTANCE GRANT

28. OTHER

NOTES:

CHILD'S NAME:
AGENCY:

CASE MANAGER/SERVICE COORDINATOR:

TELEPHONE NO.:

DATE COMPLETE:

DATE BEGAN:

SERVICE NEEDED	COMMUNITY SUPPORT RESOURCES	SERVICE PROVIDED	TRIED BUT NOT SUCCESSFUL	ACCEPTED BUT NO OPENING	DATE BEGAN:	DATE COMPLETE:	LOCALLY AVAILABLE	IS NOT AVAILABLE	SERVICE PROVIDER(DATE)
1. CRISIS INTERVENTION COUNSELING									
2. COMMUNITY MENTAL HEALTH SERV.									
A. MENTAL HEALTH EVALUATION									
B. COUNSELING SERVICES									
C. OTHER									
3. EMPLOYMENT REFERRAL/PLACEMENT SERV.									
4. VOLUNTEER COMPANION PROG. (IE. BIG/BROTHER, BIG/SISTER, ETC.)									
5. FAMILY SUPPORT CENTER SERVICES									
6. CHILD/SPOUSE ABUSE PROG. (IE. HOUSE OF RUTH, ETC.)									
7. ADVOCACY (IE. LEGAL AIDE, M.D.L.C., ETC.)									
8. SPORT/REC. PROG. (SPEC. OLYMP., ETC.)									
9. CHEMICAL ABUSE PROGRAMS									
10. SHELTERED EMPLOYMENT									
11. SELF-HELP COMMUNITY PROGRAMS									
A. A.A., ALA-NON, ALA-TEEN, ETC.									
B. RECOVERY INC.									
C. OTHER									
12. PRIVATE FAMILY SERVICE AGENCY (IE. JEWISH FAM. SERV., CATH. CHAR., ETC.)									
13. SUMMER PROGRAM (NON-SCHOOL)									
14. LOCAL AGENCY INVOLVEMENT									
A. DEPT. OF SOC. SERV. (GENERAL)									
1. PROTECTIVE SERV.									
2. FOSTER CARE									
3. C.I.N.A. / C.I.N.S. PETITION									
B. JUVENILE SERVICES ADMINIS.									
1. COURT ORDERED EVAL. & PLACE.									
2. ADJUDICATED DELINQUENT									
C. MENT. RET. & DEV. DISAB. ADM. IN.									
1. CONTINUUM OF CARE TEAM (EVAL.)									
2. PLACED ON CRITICAL NEEDS LIST									

NOTES:

CHILD'S NAME:

CASE MANAGER/SERVICE COORDINATOR:

AGENCY:

TELEPHONE NO.:

DATE BEGAN:

DATE COMPLETE:

SERVICE ALTERNATIVES TO PLACEMENT IN A
NEEDED RESIDENTIAL TREATMENT FACILITY

TRIED
SERVICE BUT NOT
PROVIDED SUCCESSFUL OPENING
ACCEPTED SERVICE AVAILABLE
BUT NO PROVIDER BUT NOT
REJECTED ACCESSIBLE AVAILABLE
LOCALLY IS NOT

SERVICE PROVIDER(DATE)

1. ADOPTION

2. SUBSIDIZED ADOPTION

3. SPECIALIZED GROUP FOSTER CARE

4. SPECIALIZED FOSTER CARE (INDIVIDUAL)

5. DEINSTITUTIONALIZATION AFTER CARE

TRANSITIONAL PROGRAM

6. SUPERVISED SEMI-INDEP. LIVING PROG.

7. SUPERVISED INDEPENDENT LIVING PROG.

8. SHELTERED WORKSHOP

9. NONPUBLIC LEVEL V SP. ED.

10. RUNAWAY HOME

11. SMALL GROUP HOME (2-4)

12. LARGE GROUP HOME (9+)

13. GROUP HOME (5-8)

14. THERAPEUTIC GROUP HOME

15. SHELTER CARE

16. ACUTE PSYCHIATRIC HOSPITALIZATION

17. ADULT FOSTER CARE (AGES 18-20)

18. PROJECT HOME

19. VOCATIONAL REHAB. PROGRAM

20. OTHER

21. OTHER

22. SPECIAL COORDINATED PROGRAMING

A. ADOPT. SERV. W/PUBLIC SP. ED. PROG.

B. ADOPT. SERV. W/NONPUB. LEVEL V PROG.

C. ADOPT. SERV. W/VOC. REHAB. SERVS.

D. FOST. CARE W/PUBLIC SP. ED. PROG.

E. FOST. CARE W/NONPUB. LEVEL V PROG.

F. FOST. CARE W/VOC. REHAB. SERVS.

G. GROUP HOME W/PUBLIC SP. ED. PROG.

H. GROUP HOME W/NONPUB. LEVEL V PROG.

I. GROUP HOME W/VOC. REHAB. SERVS.

J. OTHER

K. OTHER

NOTES:

DAVID W. HORNBECK
STATE SUPERINTENDENT



SPECIAL EDUCATION TTY 659-2666*
VOC-REHABILITATION TTY 659-2252*
FOR DEAF ONLY

MARYLAND STATE DEPARTMENT OF EDUCATION

200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2595
(301) 659- 2489

February 11, 1986

TO: TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

For your information, attached are the proposed minutes of the Task Force to Study the Funding of Special Education for the meeting held on January 22, 1986.

The next meeting of the Task Force will be at 1 P.M., on February 24, 1986, Calvert Room, State House, Annapolis. An agenda of the meeting is attached.

Also attached is information prepared by the Division of Special Education on the Nonpublic Tuition Assistance Program, Local Contribution Per Nonpublic Placement.

Sincerely,

A handwritten signature in cursive script, appearing to read 'M. Sciukas'.

M. Sciukas
Recording Secretary

MS

Enclosures
Minutes
Agenda
Nonpublic Tuition

TASK FORCE TO STUDY THE
FUNDING OF SPECIAL EDUCATION

AGENDA

February 24, 1986

- I. Adoption of Minutes
- II. Proposed Legislation
Out of County Placements
HB 482
SB 296
- III. Special Education Transportation Funding
- IV. Additional Information on Juvenile
Services
Chester Bullard
- V. Other Business
- VI. Adjournment

NONPUBLIC TUITION ASSISTANCE PROGRAM
LOCAL CONTRIBUTION PER NONPUBLIC PLACEMENT

Local Unit	FY'86
Total State	
Allegheny	\$5,216
Anne Arundel	7,590
Baltimore City	4,824
Baltimore	10,032
Calvert	6,877
Caroline	5,454
Carroll	6,492
Cecil	6,589
Charles	5,739
Chesapeake	5,857
Frederick	6,661
Garrett	5,767
Harford	6,974
Howard	9,369
Kent	6,645
Montgomery	11,325
Prince George's	6,594
Queen Anne's	6,762
St. Mary's	7,247
Townsend	5,003
Waldorf	7,890
Washington	7,169
Wicomico	5,759
Worcester	8,333

Local Contribution established in accordance with Section 8-417.3(d) (1) of the Education Article

TASK FORCE TO STUDY
THE FUNDING OF SPECIAL EDUCATION

Meeting of January 22, 1986

Dr. Jean Hebeler, Chairperson of the Task Force to Study the Funding of Special Education, opened the meeting of the Task Force on January 22, 1986, at approximately 3:10 p.m.

Present were the following:

Dr. Jean Hebeler
Senator Howard Denis
Senator Arthur Dorman
Dr. Mary Ellis
Mr. Peter Holt
Ms. Deborah Kendig
Delegate Elizabeth Smith

Dr. Eugene McLoone
Mr. Norman Moore
Delegate Nancy Murphy
Delegate Ethel Murray
Mr. David Ricker
Dr. Gail Robinson
Mr. Richard Steinke,
representing Mrs. Martha
Fields

A number of interested parties were also in attendance.
(Attachment I)

Minutes

The minutes of the January 7, 1986 meeting were approved as presented.

Presentation of Public School Superintendents Association of Maryland (PSSAM)

Dr. Hebeler introduced Mr. John Miller, President of the Public School Superintendents Association of Maryland (PSSAM). Mr. Miller stated that he appreciated the opportunity to present to the Task Force and stressed that since 1981 a new formula for funding excess cost of special education and related services had not been adopted. There has been no increase in state funding since 1981.

Mr. Miller stated that the following representatives would make presentations to the Task Force:

Dr. Jerome Davis, representing Dr. Robert Dubel, Superintendent of Baltimore County Public Schools

Mr. William Cotten, Superintendent of Dorchester County Public Schools

Dr. Claud Kitchens, Superintendent of Washington County Public Schools

Ms. Maureen Steinecke, Maryland Association of Boards of Education (MABE)

Dr. Davis, in his presentation, strongly emphasized the need for additional funding in light of the fixed level of state funding, increased statewide special education enrollments, increased demands for a variety of programs and related services, inflationary factors, and the relative decline of federal funding. Dr. Davis emphasized the dramatic increases in special transportation for handicapped students. (Attachment II)

Mr. Cotten stated that although Dorchester County is rural it shares many of the same funding problems as the larger, "wealthier" counties. (Attachment II) He felt that greater regional/interagency cooperation is needed, that an inconsistency exists in health and mental health services, that transportation is a great problem, and that an inability to acquire and fund related services staff is prevalent. Mr. Cotten also cited the difficulty in recruiting and retaining both special education teachers and specialists in the related services including occupational and physical therapy.

Dr. Kitchens stated that his county is an urban-rural community and that although enrollment has been declining, special education enrollment has remained stable and he shares many of the same problems as the other counties, such as not enough funding, unavailability of trained and qualified personnel in speciality areas, inter-county payments, and an exorbitant amount of personnel's time for paper work.

Ms. Maureen Steinecke, Executive Director of the Maryland Association of Boards of Education, stated in her presentation that the Maryland Association of Boards of Education requested the Governor to appoint a Task Force on Special Education to review the adequacy and equity of special education funding. MABE also named its own committee on this matter and Sarah Johnson of Prince George's County, chaired the committee that reviewed the true costs of special education. The completed review was distributed to the Task Force. (Attachment V) Ms. Steinecke felt the review clearly showed that more money is needed to maintain a balance between state and local responsibility.

Dr. Hebelers inquired if any of the local representatives in attendance desired to express their views. Dr. James Carney, Wicomico County, thought that occupational therapy was a problem since due to lack of funds it was difficult to recruit and maintain professionals. He also felt that vocational education for the handicapped was being effected by the current state funding mechanism. Transportation is also an area of major concern. Because special education is mandated, services must be provided sometimes at the expense of regular education.

Mr. Edward Friedlander, Baltimore City Public Schools, felt that the areas of concern were the issues of Project Basic, competency testing, high school diploma/certificate, the extended school year, and more handicapped students (ages 16-21) that remain in school programs longer. He indicated that these issues would have an impact on costs of special education.

Dr. Thomas O'Toole, Montgomery County Public Schools, expressed his concerns about staff people being required to spend a great deal of time in meetings. Psychologists spend time in identification of problems and recognition is needed that their time is spent on identifying and testing students and many of these activities are not reimbursable under either state or federal funds.

Dr. Gloria Engnoth, Baltimore County Public Schools, stated that interagency communication in a properly operating LCC is good. However, in terms of cost, 20% of a placement specialist's time is spent on LCC matters, taking away administrative time. Secretarial services needed cost 5% of staff time. Although she felt the LCC worked very well in many ways, the cost of its operation should be born at the state level.

All participants agreed that the special education programs in Maryland are excellent and much has been accomplished but there is a need for more progress.

During the discussion period, the Task Force inquired into the decline of the school population in conjunction with rising costs of education as well as the relationship of the rising cost of transportation to the decline in school population. The LEAs present indicated that the number of students needing transportation, as well as the overall handicapped population have remained relatively stable. Also needing consideration was the post 21 years of age students. Interagency cooperation was highlighted and its effect on the placement of the child was discussed. Consideration should also be given to the medically involved/technology dependent students and their need for related services.

Dr. Hebelers requested that any information or material relevant to the issues discussed be forwarded to her, identifying what is needed and what is already in place.

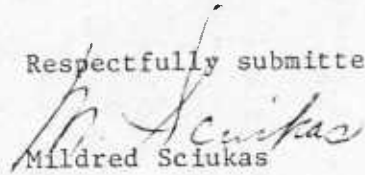
Next Meeting

The next meeting of the Task Force would be held on February 24, 1986, at 1 p.m., Calvert Room, State House, Annapolis.

Adjournment

There being no further business, the meeting adjourned at approximately 4:50 p.m.

Respectfully submitted,


Mildred Sciukas

Recording Secretary

TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

INTERESTED PARTIES

ATTENDANCE

January 22, 1986

Dr. James Carney, Wicomico County Board of Education
Dr. Jerome Davis, Baltimore County Public Schools
Mr. William Cotten, Dorchester County Board of Education
Dr. Larry Lorton, Saint Mary's County Public Schools
Ms. Maureen Steinecke, Maryland Association Board of Education (MABE)
Mr. Edward Friedlander, Baltimore City Public Schools
Mr. Judson Porter, Baltimore City Public Schools
Dr. Burton Lohnes, The Forbush School
Dr. Gloria Engnoth, Baltimore County Public Schools
Dr. George Poff, Baltimore County Public Schools
Dr. Avrum Shavrick, Department of Health & Mental Hygiene (DHMH)
Mr. Robert Coombs, Prince George's County Public Schools
Ms. Kim McDonald, Maryland State Senate, Prince George's County
Office of Senator Arthur Dorman
Dr. Joseph Shilling, Eastern Shore Educational Consortium
Ms. Evelyn Grim, Howard County Associations of Children with Learning
Disabilities (ACLD)
Mr. Norman H. Saunders, Prince George's County Board of Education
Dr. John Lynch, Somerset County Public Schools
Ms. Lois Stoner, Montgomery County Public Schools
Dr. Stanley A. Sirotkin, Montgomery County Public Schools
Dr. Thomas O'Toole, Montgomery County Public Schools
MARYLAND STATE DEPARTMENT OF EDUCATION (MSDE)

Dr. Dewitt Clark, Special Education
Mr. Richard Steinke, Special Education
Mr. Jerry White, Special Education
Dr. Patricia Flynn, Project Basic

BALTIMORE COUNTY PUBLIC SCHOOLS

Robert Y. Dubel, Superintendent

Towson, Maryland - 21204

Testimony Given to the Governor's Task Force
to Study The Funding of Special Education
January 22, 1986

Dr. Hebel and members of the Governor's Task Force, I am Jerome Davis, Assistant Superintendent, Department of Pupil Services and Special Education, representing Robert Y. Dubel, Superintendent, Baltimore County Public Schools. It is my pleasure to share with you our point of view concerning the need for an increase in the present level of special education funding.

Since the early 1930's the State of Maryland has set forth in law and administrative policies a firm support for a public commitment to educational programs for handicapped children. The implementation, the establishment, and the maintenance of complete and exemplary programs of special education in our public school systems to meet the needs of handicapped children has been a long-term goal.

Historically, from the early beginning when a handful of visually impaired children received special instruction, Baltimore County has also upheld a strong commitment to provide the best possible special education program. Through good times and bad, the Board of Education has worked diligently to maintain the excellent quality. Today's program includes a variety of educational opportunities for some 10,000 students receiving a continuum of special education in 147 schools.

During recent decades, through the work of special study committees, task forces, commissions, and enabling legislation, the State of Maryland has attempted to address financial concerns, to develop and to maintain adequate financial support for special education programs and related services. An often cited example of this effort is the work of the 1966, 1967, and 1974 Governor's Commission to Study the Needs of the Handicapped which recommended basic financial principles and funding formulas for supporting the expansion of special education programs.

New federal initiatives in the seventies, the Education Amendments of 1974 (P.L. 93-380), and the Education For All Handicapped Children Act of 1975 (P.L. 94-142) consolidated and added to earlier federal governmental efforts toward a comprehensive commitment to programs for the handicapped.

Foreseeing the increase in program growth and the increase in financial demand in meeting the new requirements of federal and state legislation, a Governor's Commission on Funding the Education of Handicapped Children was appointed in 1975 to recommend a funding plan which could support the anticipated increase in operating special education programs and services in our schools.

As a result of the Commission's recommendations, a funding formula was enacted in 1977 which was phased over a five-year period ending June 30, 1981. The Commission further recommended that an updated funding plan take effect at the time of the expiration of the five-year phased plan.

Despite reviews and studies undertaken by committees and task forces of the General Assembly, no new legislation was enacted and persistent financial problems were unresolved. This led to a fixed level of funding. The 1981 state's contribution remained fixed for the public schools of Maryland while the state's share for the funding of children placed in non-public schools increased each year.

This fixed level of state funding, the increased statewide special education enrollments from approximately 76,000 students in 1974 to approximately 90,000 in 1984, the increased demands for a variety of programs and related services, the inflationary factors driving costs upward, and the never achieved levels of federal funding to carry forth the requirements of P.L. 94-142 are factors which have created a serious financial burden on Maryland's public school systems in meeting the educational commitments to our handicapped children.

A steady decline in the percentage of special education state and federal funding and a steady increase in the percentage of local funding since 1981 have produced funding inequities for public school systems.

For example, in Baltimore County the state's share of special education funding, excluding social security and retirement payments, has declined by 26% from fiscal year 1981 through fiscal year 1986. The federal share of funding declined 36% over the same period while the local share increased by 24%. Immediate action is needed to give a measure of financial relief by revising the state's presently applied excess cost funding formula.

Specifically, in Baltimore County the restricted level of federal and state funding has resulted in the following limitations: employment of staff, procurement of instructional materials, development of new program and staff development initiatives, and provision for related services. In addition, the fixed special education funding level has resulted in a significant financial impact on the operation of regular educational programs and services.

The general need for more equitable special education funding is magnified by recent trends and emerging issues which began to appear in the late seventies. These trends and issues are present today and are predicted to be with us for years to come. The following are some examples:

. Early Education Programs

School systems throughout Maryland are witnessing an increase in the numbers of young children enrolled in preschool programs in general and, more specifically, in a variety of preschool special education programs and related services.

Maryland is one of six states which has mandated programs for very young handicapped children below the federally required age of three. In fact, in our state we serve more than 6,700 children in the preschool category ranging from birth to age five.

These programs are growing and need adequate financial support. At present, the state special education funding formula ignores this significant program growth. In addition, this population is excluded from the state basic current expense formula. No federal formula funds are available through P.L. 94-141 for programs dealing with children under three years of age. Therefore, school systems must seek increased local funding. Financial provisions for these programs should be incorporated in a special education funding formula.

. Vocational Education Programs and Transitional Services

At the secondary school level there is a growing need to expand vocational education programs for handicapped students attending comprehensive high schools, vocational technical

centers, and vocational technical schools. While some program improvements have occurred, additional financial resources are necessary to provide much needed vocational opportunities.

Related to the vocational education area is the increasing interest of parents and professionals to improve transitional services for handicapped students as they leave special education programs to enter the adult world of work and other post secondary school activities. While a number of local school systems are developing model programs in this area, these are generally funded through relatively short-term federal grants. Comprehensive transitional services are recognized as an important part of each handicapped student's preparation. If we are to provide improved and expanded services, additional resources are necessary.

. Related Services

In addition to basic classroom instruction, state and federal laws mandate a variety of related services. These services include speech and language therapy, audiological services, psychological services, counseling services, occupational therapy, physical therapy, and assessment services.

The costs of these services, in addition to the basic classroom instruction, compound the need for more appropriate levels of funding.

. Transportation Services

The many dimensions of special transportation requirements, which include arrangements to public and nonpublic facilities, demand immediate attention. Transportation for the handicapped is a costly and common problem to those living in rural and urban areas of the State. The lack of appropriate funding has produced a significant financial burden for local school systems.

For example, the Baltimore County present average cost of transporting a handicapped student is \$1,700 as compared with the average cost of \$152 for a nonhandicapped student. Thirty-eight percent of the total direct transportation costs is used for the transportation of special education students who represent 5% of the total number of transported students.

. Out-of-County Placements

In meeting the obligation of a free and appropriate education for Maryland's children, the issue of out-of-county placement of children has presented chronic problems to public school systems and governmental agencies for many years. Past legislative proposals and study committees have attempted to solve this problem but to no avail.

A comprehensive study of out-of-county placements was conducted this past year by the Maryland Department of Education. The report of this study has been forwarded recently to the Task Force to Study the Funding of Special Education.

The Public School Superintendents' Association of Maryland and the Maryland State Educational Coordinating Council For State Hospitals and Juvenile Institutions support the Option III Recommendation of the Out-of-County Living Arrangements Report, October 4, 1985, which provides for more appropriate state funding of these placements and provides a clear direction concerning financial responsibility. We strongly urge the Task Force to support this recommendation.

. Technology in Education

With the application of new technology in assisting handicapped students to overcome learning deficiencies, the use of adaptive devices and computer-assisted instruction must be made available. This need further impacts on the present funding level.

In addition, the expected growth in the number of medically fragile "technologically" dependent students requiring special education and related services will further tax local financial resources.

The growth of early education programs, vocational education programs, transitional services, related services, transportation services, out-of-county placements, and new technology in education are factors which will continue to impact upon special education program costs. These programs and services are essential components which should be incorporated in an updated, far reaching, and comprehensive funding plan for Maryland's handicapped students.

This testimony began with a brief account of attempts to achieve the long-term goal of developing and maintaining comprehensive and quality programs of special education through past financial efforts.

Perhaps the following statement by Francis Keppel, former United States Commissioner of Education, best translates this goal:

"Education must make good on the concept that no child within our society is either unteachable or unreachable--that whenever a child appears at the doors of our schools he presents a direct challenge to us and to all our abilities..."

Ladies and gentlemen, better financial support for our local public school systems is one of the essential ingredients in achieving this goal.

Thank you for your attentiveness and please be assured of our willingness to assist you in this very important work.

January, 1986

Special Education Funding Task Force

January 22, 1986

William J. Cotten, Superintendent of Schools

Dorchester County, Maryland

Preface:

Dorchester County is a rural, not wealthy, school system of approximately 5,000 students. More Maryland school systems are similar than dissimilar to Dorchester, yet our individual and collective voices are but a small part of the total state.

Like many other school systems in Maryland, Dorchester strives for educational parity. We desire a broader range of programs and services for our students and more equitable rewards for our staff. We still perceive Somerset versus Hornbeck as an unresolved issue and urge you note that special education programs and services are but one piece of the total educational spectrum that varies among school systems generally in direct proportion to local wealth.

Comments:

The following comments are Dorchester's, yet I feel are representative of a broader field:

1. We are very proud of what we've accomplished for all our special children. Our successes are attributable to a dedicated, quality staff and tremendous support from the Maryland State Department of Education.
2. Fiscal reality dictates the variances in special education programs and services among counties. What may constitute established services or programs in one jurisdiction can be absent or new and innovative in another.

3. Often a regional or interagency (or both) strategy is necessary for local systems to provide needed programs or services. Many parts of our state lack major components in the continuum of service for children.
4. Relatedly, there exists a total inconsistency of health and mental health services for youth and adolescents around our state. Hence, education is often asked to compensate; and often we can't.
5. Transportation is an even greater problem in rural areas. Often children that need to ride the least, spend an inordinate amount of time on buses.
6. Rural areas are particularly hard pressed to acquire (and fund) special services such as psychological staff, physical therapists, teachers of special handicapping conditions, audiologists, etc. We find we cannot compete with medical institutions or larger, wealthier systems when it comes to recruiting these providers.
7. Like many, less wealthy, counties, Dorchester's use of federal funds is not for innovative purposes but instead to maintain a minimum level of service for our children. And, we still have unmet needs, particularly at the secondary level. Hence, faced with a decline in federal support, enhanced state funding may only serve to keep in place what currently exists.
8. The enhancement of birth to school age and expanded pre-kindergarten programs has further taxed our limited support service personnel.
9. The current interest in transitioning will likely be of significant fiscal consequence to all local school systems.
10. The delivery of special education programs and services has affected regular programs, non special education identified students. You've seen data noting the local

fiscal growth targeted to special education. That growth has kept fiscal resources from being applied to other parts of the educational spectrum. Then, there is time. The delivery of special education programs and services requires an inordinate amount of regular administrator and teacher time, and that costs as well.

Suggestions:

1. First, shelve the myth that money follows the child. It is a concept that was never true and is especially damaging to the less wealthy subdivisions. An analysis of the growth of special education programs and services over the last five (5) years will show that that growth wasn't funded by moving state current expense money around. I have spent seventeen (17) years in positions responsible for the business of education in Maryland. To date, I have not found it possible to reduce the cost of regular programs simultaneous with students being identified and provided any level of special education service. Recognize, all special education growth has resulted in "excess costs" to local school systems.
2. Encourage a state-wide/interagency commitment to the special needs of youth. If state and local service agencies had consistent goals for youth and the necessary, related fiscal resources, their partnership starting at the pre school level could minimize future adolescent and adult problems.
3. Encourage better use of state resources as an alternative to out-of-state, extremely expensive, private placements. The state should provide incentives and rewards for regional strategies and interagency agreements. Let's offer our youth a better coordinated advantage of what's in Maryland.

4. Recognize the problems special programs and services have brought to local transportation and vehicular needs. Call for a review of current special education bus standards and establish a cognizance that other types of vehicles are required to take services to students, particularly in rural areas. For example, our hearing and vision screening van is nearly ten (10) years old and needs replacing. (Cost over \$30,000.)
5. Through state scholarship programs, encourage capable young people to pursue degrees and/or licensure in special education fields. Establish incentives for specially trained personnel to practice in rural areas.
6. The bottom line is we need more state fiscal support targeted to special education. We need it because:
 - a. Direct costs have doubled since 1980.
 - b. Civiletti funds have gone, and will go, primarily to salary enhancements and have not/will not close the parity gap.
 - c. Federal funds will decline.
 - d. Transportation funding was established off a service base that preceded the special education growth of the last five (5) years.
 - e. There is a growing advocacy voice for handicapped students. They have the legal resources to require enhanced programs and services and will continue to do so.
 - f. The growth of pre school programs has resulted in the need for more evaluative and therapeutic services.
 - g. There's a need to expand regional and interagency initiatives in order to bring a consistent continuum of services to young people in Maryland.
 - h. The local taxable wealth of many Maryland school systems prohibits adequate local fiscal support for special education.

(5)

Thank you for the opportunity to make this presentation
and for your attention to this situation.

PRESENTATION TO THE SPECIAL EDUCATION FUNDING TASK FORCE

Claud E. Kitchens, Superintendent of Schools, Washington County, Maryland
January 22, 1986

Washington County is an urban-rural community with a population of approximately 110,000 and a public school enrollment of 17,300. Statistics kept by the State regarding wealth generally have identified Washington County at or near the mean or median, though we have lost some ground in this regard over the past few years. We continue to have a declining school enrollment (In 1973 enrollment was 23,000) and expect to reach a low of 16,500 in 1990 before the trend is reversed. All of our decline is now at the middle and high school levels, with slight increases now occurring at the elementary school level.

Washington County offers a full continuum of services to our special education pupils, and we have been fortunate in obtaining a staff of well qualified people to deliver these services. We have maintained our level of services of the past few years, however, by using increased amounts of basic State Aid and local funds to support the program, in higher proportion than in other categories of our operating budget. Restricted monies (PL 94-142 and 89-313) have remained fairly constant. For this fiscal year we expect Federal funding in the amount of \$876,328. Last year it was \$900,000. This is the first year (FY 1986) in a number of years that we have not added personnel in the operating budget from the restricted programs that have had to be cut back. Even with significant budget increases we have 15 fewer teachers and aides in special education programs than we had in 1981.

Civiletti funds have been helpful to us in overall financing, but in reality have had little direct effect on our special education programs except in salary enhancements. While it could be argued that we could have diverted more Civiletti funds than we did into special education, doing

such would simply be an exercise in arithmetic. Our special education category in our operating budget has been increasing annually at a much higher rate than the total budget increase.

For the past few years we have annually proposed, among other things, adding guidance counselors in our elementary schools, replacing reading teachers that we have lost, and improving staffing in our professional development center. I could not in good conscience state that we have failed to do any of these things because of increased costs in special education, but without question this has been one of the major factors in our failing to meet other pressing needs.

As indicated, enrollment has been declining in the Washington County public schools. Table I indicates, however, that with the exception of 1980-81 special education enrollment has remained rather static.

Table I
Special Education Enrollment in Washington County

	Pre-school				
	0-2	3-5	6-17	18-21	Totals
78-79	15	93	1984		2092
79-80	9	108	2654		2771
80-81	18	139	3175		3332
81-82	20	160	2386	185	2751
82-83	16	106	2303	274	2699
83-84	28	239	2501	222	2990
84-85	40	179	2308	210	2737
85-86	36*	115*	2326	192	2669

*Based on October 30, 1986 data (will increase with the December count)

Our projections in 1986-87 for pre-school services are 50 children in the 0-2 range and 190 in the 3-5 age range. Other enrollments will remain approximately the same.

We have been fortunate thus far in experiencing few problems with transportation funding. Neither are we experiencing problems at the present with occupational and physical therapy services. This, however, varies from time to time as the availability of persons with whom we can contract fluctuates. Our greatest needs at the present are the need to add several classroom teachers and aides, additional speech therapists, clerical services, and adaptive physical education services.

We believe we have learned a great deal about screening and assessing children with special needs, as well as identifying those children who are in need of remedial services commonly available in our regular programs.

A full range of services, Levels I through VI, is currently available in our system. Our inservice program for special education teachers and for many regular classroom teachers is extensive; our pre-school program is of high quality; and our school-based planning teams provide local community and school decision-making as compared to centralized and less personalized decision-making.

Our needs for enhancement are services to children with visual problems, those with hearing problems, and an expansion of programs for those who are emotionally disturbed. This latter group appears to be the fastest growing in our program. We hope also that there will be a quick resolution to the matter of inter-county payments for Levels V-VI children.

Among emerging problems we are concerned about is the continued availability of trained and qualified personnel. Coupled with this is an increased funding problem as we attempt to remain competitive in attracting the available qualified people.

Too much of our professional personnel's time is devoted to paper work. To utilize them to the best advantage we must look for ways to reduce the paper work and provide more clerical assistance than is now available.

Finally, the greatest problem we see is a shift in public attitude toward the increasing amount of local funds being expended for special education as compared to the funds for regular education programs such as music, art, and programs for the talented and gifted, each supported by a special interest group.

Thank you for the opportunity to share our thoughts with you.

Maryland Association of Boards of Education



Suite 105 • 130 Holiday Court • Annapolis, Maryland 21401 • (301) 841-5414

January 22, 1986

PRESENTATION BEFORE THE TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

In May, 1985, the Maryland Association of Boards of Education, to which all local boards of education and the State Board of Education belong, petitioned the Governor to appoint a Task Force on Special Education, to review the adequacy and equity of special education funding.

In anticipation of the appointment of the Task Force, MABE named its own committee on the subject; that committee, chaired by Sarah Johnson of Prince George's County, directed its staff to review the true costs of special education, with particular attention to the state, federal and local shares of those costs.

We have completed that review, and are pleased to share the results with you today.

As you know, the \$100 million program was to be shared by state and local education agencies on the basis of 70% state, 30% local contribution. In 1981 that funding mechanism was to expire and to be replaced by a revised plan.

The mechanism did indeed expire in 1981 but there has been no revision. The state contribution of \$70 million has remained frozen since 1981, while special education costs have continued to rise. The result has been that local school systems have assumed more and more of the burden.

To examine the true costs of special education MABE surveyed the twenty-four local school systems for data from FY 1981 through the FY 1986 budget request. We wanted, quite simply, to know how much special education programs really cost, and where the money comes from.

The format we used for our survey is shown as Attachment A. You will note that our survey was inclusive rather than exclusive in seeking to identify all costs associated with special education.

...continued

President
Wilson H. Parran, Calvert County

President-Elect

Vice President
John L. Wisthoff, Anne Arundel County

Treasurer

Secretary
Dorothy L. Harper, St. Mary's County

Executive Director

The data collected was used to produce Table I, showing the state, federal and local shares of special education funding from FY 1981 to FY 1986 (budget). You will note a steady increase in local funding from 50.1% in FY 1981 to 62.8% in FY 1986. At the same time the state share has declined from 41.2% to 31.1%.

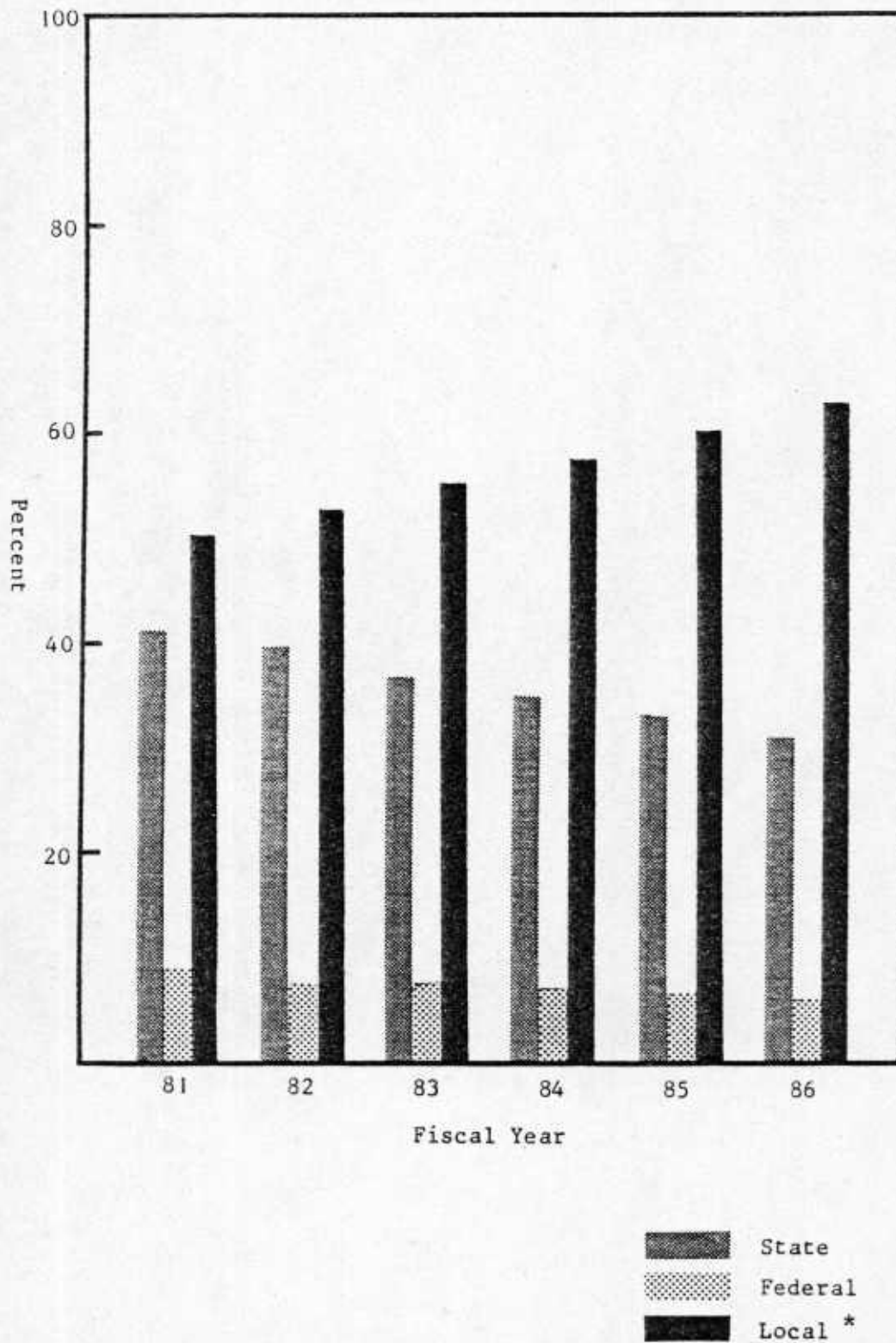
The same information, broken out county by county, is shown in Table II.

These charts demonstrate why local boards feel so strongly that something must be done to restore the balance of state and local special education funding. This is made even more urgent by the uncertain status of federal funding due to enactment of the Gramm/Rudman initiative.

For the state to have made the same 41.2% contribution in FY 1986 as it did in FY 1981, it would have had to add \$36,600,000 more in state funds. Clearly more state money is needed to maintain a balance between state and local responsibility.

...continued

STATE, FEDERAL AND LOCAL
SPECIAL EDUCATION FUNDS, BY PERCENT
Fiscal Years 1981-1986



*Includes local and unrestricted state funds

SPECIAL EDUCATION
SOURCE OF FUNDS, Excluding FICA, Retirement

	FY 1981			FY 1982			FY 1983			FY 1984			FY 1985			FY 1986(Budget)		
	ST	FED	LOC*	ST	FED	LOC*	ST	FED	LOC*	ST	FED	LOC*	ST	FED	LOC*	ST	FED	LOC*
Allegany	47.4	25.5	27.1	46.9	19.3	33.8	44.7	14.7	40.6	44.9	16.4	38.7	41.9	14.2	43.9	38.8	11.1	50.1
Anne Arundel	50.8	12.3	36.9	49.4	10.4	40.2	46.6	9.5	43.9	42.8	9.1	48.1	41.0	7.1	51.9	39.1	7.6	53.3
Baltimore City	56.8	7.6	35.6	56.4	6.1	37.5	50.2	9.5	40.3	47.1	7.3	45.6	44.4	5.9	49.7	39.8	5.3	54.9
Baltimore	40.9	5.8	53.3	40.0	5.7	54.3	35.2	4.5	60.3	31.9	4.5	63.6	32.7	4.0	63.3	30.2	3.7	66.1
Calvert	57.1	9.2	33.7	52.4	7.4	40.1	48.8	6.3	44.8	46.5	6.4	47.1	43.3	5.5	51.2	42.6	5.8	51.6
Caroline	57.3	15.7	26.9	48.9	15.8	35.1	48.1	14.9	36.9	50.8	14.1	34.9	45.6	12.2	42.0	45.3	13.8	40.7
Carroll	46.2	16.8	36.9	42.9	15.2	41.8	42.6	11.4	46.0	41.3	11.3	47.4	36.5	13.6	49.9	33.7	11.3	55.0
Cecil	60.1	16.1	23.8	48.8	14.3	36.9	41.7	13.8	44.5	43.9	13.1	43.0	44.8	14.6	40.6	39.9	12.5	47.6
Charles	35.0	11.0	54.0	32.6	7.9	59.5	29.9	7.6	62.5	26.9	7.7	65.4	24.3	7.6	68.1	24.6	8.4	67.0
Dorchester	41.9	20.8	37.2	37.9	19.5	42.6	35.8	17.2	47.0	37.0	20.9	42.1	35.5	16.3	48.2	33.6	18.5	47.8
Frederick	50.8	18.5	30.7	45.3	18.6	36.1	37.6	16.0	46.4	40.1	12.4	47.5	35.4	14.5	50.1	38.1	16.9	45.0
Garrett	43.8	24.4	31.6	44.8	26.5	28.6	43.6	23.9	32.5	41.3	24.7	33.9	39.2	25.7	35.1	33.6	22.4	43.9
Harford	60.4	15.1	24.5	47.4	13.3	39.3	44.3	12.6	43.1	44.7	15.1	40.2	40.7	12.1	47.2	37.8	10.6	51.6
Howard	50.1	11.7	38.1	46.9	12.4	40.7	46.2	7.8	46.0	42.4	9.0	48.6	38.3	9.1	52.6	36.8	8.9	53.7
Kent	52.0	8.9	39.0	44.6	14.6	40.8	45.2	9.7	45.1	44.8	10.2	44.8	43.9	11.6	44.4	41.4	8.2	50.4
Montgomery	25.3	5.2	69.5	25.0	4.5	70.5	23.5	4.6	71.9	22.5	4.6	72.9	21.1	4.3	74.6	19.4	4.2	76.4
Prince George's	46.2	8.9	44.9	43.0	8.5	48.5	42.6	7.7	49.7	41.4	6.9	51.7	40.1	5.9	54.0	38.0	5.7	56.3
Queen Anne's	52.4	19.9	27.7	41.9	16.3	41.8	33.7	14.5	51.8	46.9	14.0	39.1	30.2	20.9	48.9	26.8	11.4	61.8
St. Mary's	50.7	15.3	34.0	51.0	12.4	36.6	41.2	8.5	49.4	40.3	9.0	50.7	37.4	6.9	55.7	33.3	7.3	59.4
Somerset	44.2	39.1	16.5	53.6	31.6	14.7	42.3	29.9	27.8	42.0	30.6	27.3	38.9	29.8	31.2	43.4	33.7	40.3
Talbot	38.6	14.1	47.3	36.4	14.8	48.8	29.2	13.4	57.4	29.0	11.7	59.3	30.7	11.3	58.0	27.5	10.0	62.5
Washington	41.5	23.9	34.9	41.6	19.0	39.4	38.7	19.0	42.3	35.4	18.2	46.4	33.5	16.3	50.2	32.5	15.0	52.5
Wicomico	62.5	15.7	21.8	55.4	12.3	32.3	51.5	13.4	35.1	47.6	12.4	40.0	43.4	15.0	41.6	40.7	15.5	43.8
Worcester	29.3	20.9	49.8	23.9	14.2	61.9	21.8	13.7	64.5	22.8	12.1	65.1	23.7	13.5	62.8	20.3	12.6	67.1
Statewide Average	41.2	8.6	50.1	39.6	7.6	52.8	36.9	7.6	55.5	35.1	7.0	57.8	33.4	6.3	60.2	31.1	6.1	62.8

*Includes local and state unrestricted funds

Source: Maryland Association of Boards of Education
1/22/86

I began by noting that MABE had asked for the appointment of this Task Force last May. We had hoped for a formula revision to be enacted by the 1986 General Assembly. Obviously that is impossible.

We do, however, urge this Task Force to recommend that the Governor grant stopgap relief to locals by increasing the foundation level state share from \$70 million to \$80 million in FY 1987 while the Task Force considers what recommendations to make on the formula in October 1986. This relief can be made in a supplemental budget request.

In considering the need for relief we ask you to keep the following points in mind:

- Maryland is one of only six states mandating special education and related services to handicapped children from birth.
- The State contribution to the excess cost of special education has not increased since the 1980-81 school year. The cost of program maintenance and improvements have been borne chiefly by local education agencies.
- The State special education funding formula enacted in 1976 proposed a State contribution of 70 percent of the excess cost of educating a handicapped child by 1981. Currently, local education agencies are contributing over 62 percent of the excess cost of special education. This represents a virtual reversal of the original plan.
- The cost for providing transportation to handicapped children to both public and nonpublic schools is increasing and current funding mechanisms are unable to adequately keep pace with this needed service. Transportation for some handicapped students can be seven to nine times more expensive than to other students. The expectations are that these costs will continue to increase as school systems are required to transport special needs populations such as medically fragile children.
- New program demands such as expanded vocational and transitional services for secondary aged handicapped students will require additional financial resources if improved opportunities for employment are to be achieved. Annually, approximately 4,050 students leave public schools and will require some degree of individualized transition planning.

...continued

- Federal funds provided through P.L. 94-142, Part B have remained virtually unchanged since fiscal year 1981. In fact, the overall percentage of federal contribution to the total cost of special education programs has decreased annually since 1981.
- Congressional authorization for P.L. 94-142, Part B is 40 percent of the average National Per Pupil Cost. The present appropriation is 7 percent, or slightly over \$200 per eligible student.

We urge the Task Force, in the strongest possible terms, to contact the Governor and ask for a supplemental budget request to help local boards meet their obligations to special education students.

EXPENDITURES AND RESOURCES
\$000'S

	FY 1981 Actual	FY 1982 Actual	FY 1983 Actual	FY 1984 Actual	FY 1985 Budget	FY 1986 Requested
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EXPENDITURESDirect Instructional Costs

Instructional Salaries
Other Instructional Costs
Private Placements
Total

Other Direct Costs

Fixed Charges (Instruction)
Transportation
Total

Indirect Costs

Administration
Operations and Maintenance
Total

TOTAL

Percent To Total Instructional
Expenditures

REVENUEState Funds

Formula
Private Placements
NSA Day Care
-FICA/RETIREMENT
Transportation
Total State

Federal Funds

SHA - Part B
ICIA - Ch. I
Total Federal

General Funds

TOTAL

DAVID W. HORNBECK
STATE SUPERINTENDENT



SPECIAL EDUCATION TTY 659-2666*
VOC-REHABILITATION TTY 659-2252*
FOR DEAF ONLY

MARYLAND STATE DEPARTMENT OF EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2595
(301) 659- 2489

March 5, 1986

TO: TASK FORCE TO STUDY THE FUNDING OF SPECIAL
EDUCATION

For your information, attached are the proposed minutes of the Task Force to Study the Funding of Special Education for the meeting held on February 24, 1986.

The next meeting of the Task Force will be at 9:30 A.M., on March 10, 1986, Calvert Room, State House Annapolis, Maryland. An agenda of the meeting is attached.

Sincerely,

A handwritten signature in cursive script, appearing to read "M. Sciukas".

M. Sciukas
Recording Secretary

MS
Enclosures
Minutes/Attachments
Agenda

TASK FORCE TO STUDY THE
FUNDING OF SPECIAL EDUCATION

AGENDA

March 10, 1986

- I. Adoption of Minutes
- II. Concerns and Issues with regard To Programs and Funding Data For Serving Handicapped Parent Advocacy Groups
- III. Other Business
- IV. Adjournment

TASK FORCE TO STUDY
THE FUNDING OF SPECIAL EDUCATION

Meeting of February 24, 1986

Dr. Jean Hebeler, Chairperson of the Task Force to Study the Funding of Special Education, opened the meeting of the Task Force on February 24, 1986, at approximately 1:15 P.M., in the State House, Annapolis, Maryland.

Present were the following:

Dr. Jean Hebeler	Ms. Deborah Kendig
Mr. Chester Bullard	Dr. Eugene McLoone
Ms. Ilene Cohen	Mr. Norman Moore
Senator Arthur Dorman	Mr. Stanley Mopsik
Dr. Mary Ellis	Delegate Nancy Murphy
Ms. Martha Fields	Dr. Gail Robinson

Also present were Mr. Brian Kelly, representing Mr. Peter Holt, Ms. Merida Tyler, representing Delegate Elizabeth Smith, and Mr. Henry Gromada, representing Ms. Sarah Johnson.

Interested parties in attendance are listed on Attachment I.

MINUTES

The minutes of the meeting of January 22, 1986, were amended to include Mr. Claud E. Kitchens in attendance. The minutes of January 22, 1986, with the amendment, were approved.

ANNOUNCEMENTS

Dr. Hebeler stated that in response to the request of the Task Force, the Division of Special Education had forwarded with the minutes information on the Nonpublic Tuition Assistance Program, giving the local contribution per nonpublic placement. It was distributed to the Task Force an explanation of the local contribution calculation. (Attachment II)

SPECIAL EDUCATION TRANSPORTATION FUNDING

Dr. Hebeler introduced Mr. Dick Alexander who discussed the funding of transportation for handicapped students. Mr. Alexander distributed to the Task Force Table V, Comparison of Local Expenditures and Option B and C Funding, page 10, of the report made by the Maryland State Department of Education to the House Ways and Means Committee, on October 15, 1985. (A copy of the report, entitled "The Feasibility of Funding Special Transportation Services Through a Separate Mechanism", A Report to the House Ways and Means Committee by the Maryland State Department of Education, dated October 15, 1985, is attached. Attachment III)

Mr. Alexander stated that in 1982 MSDE went to the current transportation grant program that provides local school systems with additional funds only when there is an increase in the Baltimore Area Consumer Price Index for Private Transportation. The Grant Program paid the counties on a per vehicle or bus assigned to each county.

Options had been presented to the House Ways and Means Committee. Option A was the original special transportation formula method, which required extensive recordkeeping, provided no incentives and required substantial state control and minimal local control. Option B was based on special transportation per mile allocation and Option C based the funding on special transportation per pupil allocation.

Mr. George Donn, Director of Transportation, Washington County, presented his views on the transportation issue. He thought that the grant system was good and a 2.19% increase is in the budget for next year. He further stated that different transportation programs exist in each county, and that there was no uniformity. For safety reasons he opposed the use of vans.

Mr. John H. Branch, Director of Transportation, Baltimore City Public Schools, stated that Baltimore City had an unique situation, since youngsters are transported by the MTA. Funding is in short supply for investigation of problems, for purchases of buses, when necessary, for meeting the mandates of time spent on one-way riding. He felt that additional funds were needed and BCPS would consider Options B and C.

Mr. Charles Zakarian, Director of Transportation, Queen Anne's County, stated that in his county the student population is growing. In the past he did not have to ask for local funds but for FY 87 local funds will be needed.

The Task Force discussed the issues raised by the presenters. Since many of the Task Force did not have the entire report, discussion was limited. The Task Force requested Mr. Alexander to get the state contributions to each local education agency and to supply the Task Force information on any State subsidies. Dr. Hebeler also requested that the presenters submit any recommendations they may have to the Task Force.

ADDITIONAL INFORMATION ON JUVENILE SERVICES

Mr. Chester Bullard distributed to the Task Force additional information on the special education population from the Juvenile Services Administration. (Attachment IV) This handout includes everything except capitol improvements.

PROPOSED LEGISLATION

Dr. Hebelier distributed to the Task Force copies of HB 1324, Education-Funding for Children in Out-of-County Living Arrangements, (Attachment V), SB 296 - HB 482, Public Education-State Aid (Attachment VI), and SB 638, HB 1201, Special Education Programs-Required State Funding (Attachment VII). Discussion was held on these bills and it was suggested that Dr. Hebelier write to the legislators to inform them of the existence of the Task Force and that the Task Force is studying the issues set forth in the bills.

NEXT MEETING

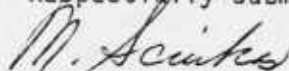
The next meeting of the Task Force will be on March 10, 1986, at 9:30 a.m. in the Calvert Room, State House, Annapolis, Maryland. Dr. Hebelier stated that at this meeting parent advocate groups would be invited to attend. She also requested that the Task Force identify any questions or items on which they feel further information is needed. She requested that they be sent to the Chair by the next meeting. A follow-up would be done for any requested information or material.

Further meetings of the Task Force will be held after the legislative session.

ADJOURNMENT

There being no further business, the meeting adjourned at approximately 4 p.m.

Respectfully submitted,



M. Sciukas
Recording Secretary

TASK FORCE TO STUDY THE FUNDING
OF SPECIAL EDUCATION

INTERESTED PARTIES

ATTENDANCE

February 24, 1986

Mr. George E. Donn, Transportation Director, Washington, D.C.
Ms. Lois Stoner, Montgomery County Board of Education
Ms. Maureen K. Steinecke, Maryland Association of Boards of Education, MABE
Mr. John Branch, Jr., Baltimore City Public Schools
Mr. Charles Zakarian, Director of Supporting Services, Queen Anne's County
Dr. Avrum Shavrick, Department of Health and Mental Hygiene, DHMH
Mr. Carroll Carnett, Legal Aid, MRDD Project
Mr. Philip Holmes, State Coordinating Council, SCC

Maryland State Department of Education

Mr. Dick Alexander, Pupil Transportation
Mr. Brian Rice, Federal Projects, Division of Special Education
Mr. Dewey Clark, Information Management, Division of Special Education

LOCAL CONTRIBUTION CALCULATION

NONPUBLIC SCHOOL PLACEMENTS

The Local Contribution per placement in the case of FY 1986 is calculated by first calculating the local basic cost per pupil for FY 1982 and FY 1984. This is done by taking the costs of regular education as submitted by each local and dividing that by the full-time equivalent enrollment figure for regular education also submitted by each local. This creates the local basic cost per pupil for that year for the LEA. The percentage change between the FY 1982 and FY 1984 local basic cost per pupil is then calculated. This percentage is then applied against the FY 1984 local basic cost per pupil. From the projected FY 1986 local cost per pupil is subtracted the State Aid Cost per Pupil for Current Expense for FY 1986 to arrive at the first 100% contribution. The first 100% contribution is then added to two times the projected FY 1986 local cost per pupil to arrive at the 300% local contribution.

NONPUBLIC TOLLON
LOCAL CONTRIBUTION PER NONPUBLIC PLACEMENT

Attachment II

Local Unit	FY'86
Total State	
Allegheny	\$5,216
Allegheny County	7,590
Baltimore City	4,824
Baltimore	10,032
Calvert	6,877
Caroline	5,454
Carroll	6,492
Cecil	6,589
Charles	5,739
Dorchester	5,857
Frederick	6,661
Garrett	5,767
Hartford	6,974
Howard	9,369
Kent	6,645
Montgomery	11,325
Prince George's	6,594
Queen Anne's	6,762
St. Mary's	7,247
Somerset	5,003
Talbot	7,890
Washington	7,159
Wicomico	5,759
Worcester	8,333

Local Contribution established in accordance with Section 8-417.3(d) (1) of the Education Article

THE FEASIBILITY OF FUNDING SPECIAL TRANSPORTATION SERVICES
THROUGH A SEPARATE MECHANISM

A Report to the House Ways and Means Committee
by the Maryland State Department of Education

October 15, 1985

THE FEASIBILITY OF FUNDING SPECIAL TRANSPORTATION SERVICES THROUGH A SEPARATE MECHANISM

A Report to the House Ways and Means Committee
by the Maryland State Department of Education
October 15, 1985

Overview

The current pupil transportation grant program (§5-203 of the Education Article) provides local school systems with additional funds only when there is an increase in the Baltimore Area Consumer Price Index for Private Transportation. The program does not recognize increases or decreases in numbers of pupils transported, or any changes in the number or type of vehicles needed. With regular transportation, the cost per child is not significantly affected when an additional child is transported. However, the average per-pupil cost for handicapped pupils is considerably higher than that for non-handicapped pupils, and in some cases the transportation costs for an individual handicapped pupil are significantly higher than the average. As with regular transportation, costs for special transportation are higher or lower overall based on certain decisions made by the school system.

Two significant factors affecting the cost of transporting any pupil are the location of the child's residence and the facility to which the child is assigned. With handicapped pupils these factors, because of the highly individualized nature of the transportation, are even more critical to cost. Therefore, no matter what the funding method, the LEA must give consideration to these items. With the present grant system, there is an inherent incentive to be efficient, since inefficiency could result in the expenditure of local funds beyond the State grant.

The number of handicapped pupils transported at public expense has changed over the past 5 years. In some school systems, the number has increased appreciably, while in others there have been decreases. Table I shows these changes by year for each of the LEAs beginning with FY '81, the year prior to the grant program.

Table II is a comparison between the number of special education miles traveled in each of the LEAs in FY '81 and FY '85. With only two exceptions, the mileage has increased.

There are several funding methods or mechanisms which might be used to reflect increased costs for transporting handicapped children, including:

Option A - Special Transportation Formula Method

The original pupil transportation formula (Option A) allowed for the changes in special education transportation. However, the formula method involved extensive recordkeeping by both the LEAs and the MSDE, provided no incentives for the LEAs to be efficient, and required substantial State control and minimal local control. This system essentially involved funding on a per-State-approved-bus method and resulted in payment for the vehicle, the miles, and hours. Other reimbursements, such as for driver physical examinations and training, were developed on a per-bus basis to provide for other appropriate funds.

Option B - Special Transportation Per-Mile Allocation

A second mechanism (Option B) is to review the route mileage for special transportation vehicles and recognize an average per-mile cost in each local school system. This factor would not reflect any one size

vehicle, but with higher mileage generally, and the cost of aides on each bus, it would be a reasonable approach. This allocation would be separate from the grant funds provided in §5-203 of the education article, and allocation adjustments would have no impact on these grants.

Below are the specifics for calculating allocations under this option.

1. The FY '81 per-mile cost, plus the Consumer Price Index increases as provided for pupil transportation grants in §5-203 of the Education Article, would be used as the base for calculation of additional funds.
2. For FY '87 funding, allocations would be calculated on the increase between the special transportation miles traveled in FY '81 and those traveled in FY '85.
3. For subsequent years, the same method would be used for calculating allocations, with the mileage figure being updated (e.g., for FY '88 funding, the difference between miles traveled in FY '81 and those in FY '86 would be used).
4. In the event that the number of special transportation miles traveled in any year falls below the number traveled in FY '81, no additional funds would be provided, but the regular transportation grant amount provided in §5-203 of the Education Article would not be decreased.

Table III shows the increased funds, if any, which each LEA would receive under Option B. This method does not, however, offer any incentive to the LEAs for routing efficiency or assignment of children to the closest center where adequate programs are available. Under this option, the state would automatically pay for all increased miles.

Option C - Special Transportation Per-Pupil Allocation

Option C would recognize increases in the number of handicapped pupils transported since FY '81 by establishing a per-pupil factor as the basis for allocations. This allocation would be separate from the grant funds provided in §5-203 of the education article, and allocation adjustments would have no impact on these grants.

Unlike non-handicapped pupils, very few handicapped pupils walk to and from school, which means there would be no need for recordkeeping or State requirements concerning eligibility for transportation. The very few walkers which might be involved would not represent a significant impact on the overall numbers. This option would limit the State's role to providing funds based on figures supplied by the LEA, thereby leaving control of the program with the LEA.

Below are the specifics for calculating allocations under this option.

1. The FY '81 per-pupil cost, plus the Consumer Price Index increases as provided for pupil transportation grants in §5-203 of the Education Article, would be used as the base for calculation of additional funds.
2. For FY '87 funding, allocations would be calculated on the increase between the the number of handicapped pupils transported in FY '81 and those transported in FY '85.
3. For subsequent years, the same method would be used for calculating allocations, with the number transported figure being updated (e.g., for FY '88 funding, the difference between number transported in FY '81 and those in FY '86 would be used).
4. In the event that the number of handicapped pupils transported in any year falls below the number transported in FY '81, no additional funds would be provided, but the regular transportation grant amount provided in §5-203 of the Education Article would not be decreased.

Table IV shows the FY '87 increased cost to the State and increased local income, if any, based on Option C.

Conclusion

One of the documents provided the 1984 Interim Ways and Means Subcommittee on State Funding of Student Transportation Services was a chart showing local expenditures for pupil transportation service. This chart is included in this report as Table V, to provide a comparison of the

additional funds which would be provided by Option B and Option C. Under both of these options, the majority of LEAs would receive more new State funds than their current local expenditures.

The grant program began in FY '82 and was based on the level of service being provided. Since that time, as specified in §5-203 of the Education Article, increases have been provided on the basis of the Consumer Price Index. To change the method of funding for special transportation services would be to recognize only one area of the overall pupil transportation program and could be the first step in eroding the basis of this grant program.

Compared to the grant system currently being used, all three options discussed would require more involvement at the State level. In the case of Option A, reinstituting the formula would be to regress and would give rise to the same concerns and problems which brought about the grant program. Option B, while less cumbersome than Option A, is not a clean calculation as there are many buses which make both regular and special transportation trips; thus, some form of local recordkeeping approaching that of the formula system would be needed. Option C is the least cumbersome of the three options and would be workable as long as the data supplied by the LEAs is accurate; it provides for simplicity in calculating additional funds and is the most viable of the three funding alternatives discussed.

TABLE I
HANDICAPPED PUPILS TRANSPORTED AT PUBLIC EXPENSE

LEA	A	B	C	D	E	F	G
	1980-81	1981-82	1982-83	1983-84	1984-85	Three-Year Change* 9/82-9/84	Five-Year Change** 9/80-9/84
Allegany	70	96	151	174	201	+ 50	+ 131
Anne Arundel	1,143	1,159	1,388	1,430	1,381	- 7	+ 238
Baltimore City	3,464	3,664	5,265	4,025	6,091	+ 826	+2,627
Baltimore	2,293	2,088	2,845	2,589	2,756	- 89	+ 463
Calvert	39	79	59	53	59	0	+ 20
Caroline	35	98	80	74	102	+ 22	+ 67
Carroll	242	263	309	361	424	+ 115	+ 182
Cecil	113	119	168	191	186	+ 18	+ 73
Charles	90	96	109	104	92	- 17	+ 2
Dorchester	44	47	64	52	82	+ 18	+ 38
Frederick	308	311	386	381	308	- 78	0
Garrett	33	45	43	24	29	- 14	+ 4
Harford	256	250	258	217	213	- 50	- 38
Howard	376	449	523	595	590	+ 87	+ 214
Kent	22	20	21	30	26	+ 5	+ 4
Montgomery	2,979	3,117	3,904	2,721	3,613	- 291	+ 634
Prince George's	2,443	2,476	2,652	2,638	2,770	+ 118	+ 327
Queen Anne's	18	20	22	20	18	- 4	0
St. Mary's	150	139	139	134	208	+ 19	+ 58
Somerset	45	47	46	48	41	- 5	- 4
Talbot	9	65	56	55	62	+ 6	+ 111
Washington	290	408	325	412	485	+ 160	+ 195
Wicomico	94	99	99	98	65	- 34	- 25
Worcester	47	47	51	49	39	+ 12	- 8

* Three-year change averaged 289 additional pupils per year.

** Five-year change averaged 1,061 additional pupils per year.

TABLE II
SPECIAL TRANSPORTATION MILEAGE COMPARISONS

LEA	A	B	C
	Special Transportation Miles FY '81	Special Transportation Miles FY '85*	Mileage Change FY '81 to FY '85
Allegany	270,000	239,520	- 30,480
Anne Arundel	1,274,400	1,552,240	+ 277,840
Baltimore City	1,854,000	2,883,200	+ 1,029,200
Baltimore	2,649,600	3,356,320	+ 706,720
Calvert	108,000	169,820	+ 61,820
Caroline	172,260	203,400	+ 31,140
Carroll	403,560	526,660	+ 123,100
Cecil	170,100	218,280	+ 48,180
Charles	435,600	700,170	+ 264,570
Dorchester	121,500	73,280	- 48,220
Frederick	354,960	493,920	+ 138,960
Garrett	51,300	80,340	+ 29,040
Harford	323,750	335,400	+ 11,650
Howard	756,000	941,850	+ 185,850
Kent	45,900	55,390	+ 9,490
Montgomery	1,920,960	3,745,180	+ 1,824,220
Prince George's	2,770,200	3,395,940	+ 625,740
Queen Anne's	51,560	96,120	+ 34,560
St. Mary's	151,200	338,240	+ 187,040
Somerset	57,240	82,550	+ 25,310
Talbot	48,240	69,420	+ 21,180
Washington	256,500	312,090	+ 55,590
Wicomico	135,000	159,890	+ 24,890
Worcester	69,840	87,790	+ 17,950

*The mileage shown is the best information available as all LEAs do not break out all vehicle trips to reflect only special transportation mileage.

TABLE III
INCREASED FUNDS BASED ON SPECIAL TRANSPORTATION MILES TRAVELED*
(OPTION B)

LEA	A	B	C	D	E	F
	Sp. Trans. Miles FY '81	Cost per Mile** FY '81	Sp. Trans. Miles FY '85	Increased Miles	Increased Miles x FY '81 Cost	Increased Funds for LEA***
Allegany	270,000	\$ 1.14	240,000	0	0	\$ 0
Anne Arundel	1,274,000	1.08	1,552,000	278,000	300,000	345,000
Baltimore City	1,854,000	3.07	2,883,000	1,029,000	3,159,000	3,636,000
Baltimore	2,650,000	1.10	3,356,000	706,000	777,000	894,000
Calvert	108,000	.92	170,000	62,000	57,000	66,000
Caroline	172,000	1.00	203,000	31,000	31,000	36,000
Carroll	404,000	.99	527,000	123,000	122,000	140,000
Cecil	170,000	1.04	218,000	48,000	50,000	58,000
Charles	436,000	.98	700,000	264,000	259,000	298,000
Dorchester	122,000	.95	73,000	0	0	0
Frederick	355,000	1.06	494,000	139,000	147,000	169,000
Garrett	51,000	.92	80,000	29,000	27,000	31,000
Harford	324,000	1.13	335,000	11,000	12,000	14,000
Howard	756,000	1.03	942,000	186,000	196,000	226,000
Kent	46,000	.97	55,000	9,000	9,000	10,000
Montgomery	1,921,000	1.29	3,745,000	1,824,000	2,353,000	2,709,000
Prince George's	2,770,000	1.12	3,396,000	626,000	701,000	807,000
Queen Anne's	62,000	.87	96,000	34,000	30,000	34,000
St. Mary's	151,000	.93	338,000	187,000	174,000	200,000
Somerset	57,000	1.12	83,000	26,000	29,000	33,000
Talbot	48,000	1.07	69,000	21,000	22,000	25,000
Washington	257,000	1.13	312,000	55,000	62,000	71,000
Wicomico	135,000	1.08	160,000	25,000	27,000	31,000
Worcester	70,000	1.06	88,000	18,000	19,000	22,000

* Mileage rounded to nearest 1,000.

** State funds only.

*** Increased funds based on FY '81 per-mile cost plus CPI increases through FY '85.

TABLE IV
INCREASED FUNDS BASED ON MILEAGE AND INCREASED NUMBERS TRANSPORTED
(OPTION C)

LEA	A *Cost Per Mile FY '81	B Special Trans. Miles FY '81	C Special Trans. Costs FY '81 (A x B)	D Handi- capped Pupils 9/80	E FY '81 Per- Pupil Average (C D)	F FY '81 Per-Pupil Cost Plus CPI Increases	G Change in Number Transported 9/80-9/84	H New Funds (F x G)
Allegany	1.14	270,000	\$ 310,395	70	\$4,450	\$5,120	+ 131	\$ 670,720
Anne Arundel	1.08	1,274,400	1,381,315	1,143	1,210	1,390	+ 238	330,820
Baltimore City	3.07	1,854,000	5,698,634	3,464	1,650	1,900	+2,627	4,991,300
Baltimore	1.10	2,649,600	2,927,360	2,293	1,280	1,470	+ 463	680,610
Calvert	.92	108,000	99,391	39	2,550	2,930	+ 20	58,600
Caroline	1.00	172,260	171,463	35	4,900	5,640	+ 67	377,880
Carroll	.99	403,560	397,686	242	1,650	1,900	+ 182	345,800
Cecil	1.04	170,100	176,542	113	1,560	1,800	+ 73	131,400
Charles	.98	435,600	425,502	90	4,730	5,440	+ 2	10,880
Dorchester	.95	121,500	116,082	44	2,640	3,040	+ 38	115,520
Frederick	1.06	354,960	377,448	308	1,230	1,420	0	0
Garrett	.92	51,300	47,377	33	1,440	1,660	- 4	0
Harford	1.13	323,750	365,953	256	1,430	1,650	- 38	0
Howard	1.03	756,000	782,600	376	2,080	2,400	+ 214	513,600
Kent	.97	45,900	44,414	22	2,020	2,320	+ 4	9,280
Montgomery	1.29	1,920,960	2,485,787	2,979	840	970	+ 634	614,980
Prince George's	1.12	2,770,200	3,113,989	2,443	1,280	1,470	+ 327	480,690
Queen Anne's	.87	61,560	53,587	18	2,980	3,430	0	0
St. Mary's	.93	151,200	140,776	150	940	1,080	+ 58	62,640
Somerset	1.12	57,240	64,404	45	1,430	1,650	- 4	0
Talbot	1.07	48,240	51,467	9	5,720	6,580	+ 111	730,380
Washington	1.13	256,500	288,901	290	1,000	1,150	+ 195	224,450
Wicomico	1.08	135,000	146,041	94	1,550	1,780	- 25	0
Worcester	1.06	69,840	73,945	47	1,570	1,810	- 8	0

*State funds only.

TABLE V
COMPARISON OF LOCAL EXPENDITURES AND OPTION B AND C FUNDING

LEA	FY '85 Local Funds Budgeted	Increased Funds Under Option B	Increased Funds Under Option C
Allegany	\$ 0	\$ 0	\$ 670,720
Anne Arundel	1,655,700	345,000	330,820
Baltimore City	1,700,000	3,636,000	4,991,300
Baltimore	1,215,300	894,000	680,610
Calvert	157,800	66,000	58,600
Caroline	0	36,000	377,880
Carroll	81,600	140,000	345,800
Cecil	N/A	58,000	131,400
Charles	350,000	298,000	10,880
Dorchester	0	0	115,520
Frederick	686,900	169,000	0
Garrett	0	31,000	0
Harford	115,100	14,000	0
Howard	373,100	226,000	513,600
Kent	0	10,000	9,280
Montgomery	7,113,400	2,709,000	614,980
Prince George's	4,545,000	807,000	480,690
Queen Anne's	0	34,000	0
St. Mary's	0	200,000	62,640
Somerset	12,000	33,000	0
Talbot	25,900	25,000	730,380
Washington	0	71,000	224,445
Wicomico	3,000	31,000	0
Worcester	0	22,000	0
TOTALS	\$14,482,414	\$9,855,000	\$10,349,545

Special Education Population
Juvenile Services Administration

The December 1st special education child count for the Hickey School, Montrose, and the Juvenile Services Administration Youth Centers is as follows:

	<u>1983</u>	<u>1984</u>	<u>1985</u>
Hickey School	53	74	101
Montrose	139	142	92
Youth Centers	17	18	38
Totals	<u>209</u>	<u>234</u>	<u>231</u>

Breakdown by levels for 12/1/85 count.

Level I	Level II	Level III	Level IV	Level V	Level VI
1	11	43	105	45	26

Specific learning disabilities and emotionally impaired are the handicapping conditions most prevalent in this population.

Educational Funding

<u>Facility</u>	<u>FY '85 Expenditure</u>	<u>FY '85 Average Population</u>	<u>FY '85 Exp/ Pupil</u>	<u>FY '86 Education Budget</u>
Hickey School	1,444,011	502	2877.00	1,576,232*
Montrose	1,173,767	311	3774.00	1,362,070
Youth Centers	478,311	159	3008.00	420,001

* Includes \$120,239 for Enhanced Security Program.

The Juvenile Services Administration has received EHA Part B funding in the following amounts.

FY '83	FY '84	FY '85	FY '86
18,118	45,151	45,195	45,037

HOUSE OF DELEGATES

6lrl084

No. 1324

F1

By: Delegates Perkins, Staab, D. Hughes, Rawlings, and
Hergenroeder

Introduced and read first time: January 31, 1986

Assigned to: Ways and Means

A BILL ENTITLED

1 AN ACT concerning

2 Education - Funding for Children in Out-of-County
3 Living Arrangements

4 FOR the purpose of requiring a county board of education to
5 provide an appropriate education for a child living in the
6 county as part of an out-of-county living arrangement;
7 defining terms; determining the home county of a child of
8 parents who live apart; providing a formula for adjusting
9 the count of children in out-of-county living arrangements;
10 requiring the State to pay certain funds to county boards
11 that provide educational services for students in
12 out-of-county living arrangements; making out-of-state
13 agencies that place children in certain facilities in the
14 State liable for certain educational costs; requiring the
15 State Board to adopt certain regulations to implement this
16 Act; and generally relating to funding for children in
17 out-of-county living arrangements.

18 BY adding to

19 Article - Education
20 Section 4-120.1
21 Annotated Code of Maryland
22 (1985 Replacement Volume)

23 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
24 MARYLAND, That the Laws of Maryland read as follows:

25 Article - Education

26 4-120.1.

27 (A) (1) IN THIS SECTION, THE FOLLOWING WORDS HAVE THE
28 MEANINGS INDICATED.

29 (2) "LOCAL CURRENT EXPENSE PER STUDENT" MEANS ALL
30 EXPENDITURES MADE BY A COUNTY FROM COUNTY APPROPRIATIONS, EXCEPT

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.
[Brackets] indicate matter deleted from existing law.

1 STATE, FEDERAL, AND OTHER AID, FOR PUBLIC ELEMENTARY AND
2 SECONDARY EDUCATION IN THE PAST FISCAL YEAR, DIVIDED BY THE
3 NUMBER OF STUDENTS ENROLLED, AS DEFINED IN § 5-202(A) OF THIS
4 ARTICLE.

5 (3) (I) "CHILD IN AN OUT-OF-COUNTY LIVING
6 ARRANGEMENT" MEANS A CHILD WHO IS PLACED IN A FOSTER CARE HOME OR
7 RESIDENTIAL FACILITY IN A COUNTY IN THE STATE OTHER THAN WHERE
8 THE CHILD'S PARENT OR LEGAL GUARDIAN RESIDES.

9 (II) "CHILD IN AN OUT-OF-COUNTY LIVING
10 ARRANGEMENT" DOES NOT INCLUDE A CHILD LIVING WITH A RELATIVE,
11 STEPPARENT, OR A PERSON EXERCISING TEMPORARY CARE, CUSTODY, OR
12 CONTROL OVER A CHILD AT THE REQUEST OF A PARENT OR GUARDIAN OF
13 THE CHILD.

14 (4) "SERVICE PROVIDING COUNTY BOARD" MEANS THE COUNTY
15 BOARD FOR THE COUNTY IN THE STATE WHERE A CHILD IN AN
16 OUT-OF-COUNTY LIVING ARRANGEMENT IS PLACED.

17 (5) "HOME COUNTY" MEANS THE COUNTY IN THE STATE WHERE
18 A PARENT OR LEGAL GUARDIAN OF A CHILD IN AN OUT-OF-COUNTY LIVING
19 ARRANGEMENT RESIDES.

20 (B) THE SERVICE PROVIDING COUNTY BOARD SHALL ARRANGE FOR AN
21 APPROPRIATE EDUCATION FOR A CHILD WHO IS PLACED IN AN
22 OUT-OF-COUNTY LIVING ARRANGEMENT IN THE COUNTY.

23 (C) IF THE PARENTS OF A CHILD IN AN OUT-OF-COUNTY LIVING
24 ARRANGEMENT LIVE APART, THE HOME COUNTY OF THE CHILD IS:

25 (1) THE COUNTY IN THE STATE WHERE THE PARENT WHO HAS
26 BEEN AWARDED CUSTODY OF THE CHILD RESIDES;

27 (2) IF CUSTODY HAS NOT BEEN AWARDED, THE COUNTY IN
28 THE STATE WHERE THE PARENT WITH WHOM THE CHILD LIVES WHEN NOT IN
29 A FOSTER CARE HOME OR RESIDENTIAL FACILITY RESIDES;

30 (3) IF CUSTODY HAS BEEN AWARDED TO BOTH PARENTS AND
31 THE PARENTS RESIDE IN DIFFERENT COUNTIES IN THE STATE, EACH
32 COUNTY IN WHICH A PARENT RESIDES, IN WHICH CASE THE CHILD SHALL
33 BE COUNTED AS A ONE-HALF EQUIVALENT FOR PURPOSES OF SUBSECTION

34 (D) EXCEPT THAT IF THE CHILD RECEIVES AN EDUCATION IN A COUNTY
35 WHERE ONE OF THE PARENTS RESIDES, THIS PARAGRAPH DOES NOT APPLY;
36 OR

37 (4) IF CUSTODY HAS BEEN AWARDED TO BOTH PARENTS AND
38 ONE PARENT RESIDES IN A COUNTY IN THE STATE AND THE OTHER RESIDES
39 OUT-OF-STATE, THE COUNTY IN THE STATE IN WHICH A PARENT RESIDES.

40 (D) (1) EACH COUNTY BOARD SHALL SUBMIT TO THE DEPARTMENT:

41 (I) INFORMATION ON THE NUMBER OF STUDENTS IN
42 OUT-OF-COUNTY LIVING ARRANGEMENTS RECEIVING EDUCATIONAL SERVICES
43 FROM THAT COUNTY BOARD ON SEPTEMBER 30 OF EACH SCHOOL YEAR;

1 (II) THE TYPE OF EDUCATION PROGRAM RECEIVED BY
2 EACH; AND

3 (III) THE HOME COUNTY OF EACH.

4 (2) THE DEPARTMENT SHALL DETERMINE THE ADJUSTED COUNT
5 OF STUDENTS IN OUT-OF-COUNTY LIVING ARRANGEMENTS FOR EACH COUNTY
6 BOARD BY SUBTRACTING FROM THE NUMBER OF CHILDREN IN OUT-OF-COUNTY
7 LIVING ARRANGEMENTS WHO ARE RECEIVING AN EDUCATION FROM THE
8 COUNTY BOARD, THE NUMBER OF CHILDREN IN OUT-OF-COUNTY LIVING
9 ARRANGEMENTS WHO ARE RECEIVING AN EDUCATION FROM ANOTHER MARYLAND
10 COUNTY BOARD AND WHOSE HOME COUNTY IS THE SAME AS THE COUNTY
11 BOARD.

12 (3) THE ADJUSTED COUNT OF CHILDREN IN OUT-OF-COUNTY
13 LIVING ARRANGEMENTS SHALL INCLUDE DATA ON THE NUMBER OF
14 HANDICAPPED CHILDREN RECEIVING PUBLIC LEVELS IV AND V SPECIAL
15 EDUCATION PROGRAMS.

16 (E) (1) THE STATE SHALL PAY TO THE SERVICE PROVIDING COUNTY
17 BOARD AN AMOUNT EQUAL TO THE LOCAL CURRENT EXPENSE PER STUDENT IN
18 THE SERVICE PROVIDING COUNTY BOARD MULTIPLIED BY THE ADJUSTED
19 COUNT OF CHILDREN IN OUT-OF-COUNTY LIVING ARRANGEMENTS FOR THE
20 SERVICE PROVIDING COUNTY BOARD.

21 (2) FOR HANDICAPPED CHILDREN RECEIVING PUBLIC LEVELS
22 IV AND V SPECIAL EDUCATION PROGRAMS, THE STATE SHALL PAY AN
23 ADDITIONAL AMOUNT EQUAL TO 200 PERCENT OF THE LOCAL CURRENT
24 EXPENSE PER STUDENT IN THE SERVICE PROVIDING COUNTY BOARD
25 MULTIPLIED BY THE ADJUSTED COUNT OF CHILDREN IN OUT-OF-COUNTY
26 LIVING ARRANGEMENTS FOR THE SERVICE PROVIDING COUNTY BOARD WHO
27 ARE RECEIVING PUBLIC LEVELS IV AND V SPECIAL EDUCATION PROGRAMS.

28 (3) IF A CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT
29 IS DETERMINED TO BE HANDICAPPED AND IN NEED OF A NONPUBLIC SCHOOL
30 PROGRAM BY THE SERVICE PROVIDING COUNTY BOARD IN ACCORDANCE WITH
31 § 8-409 OF THIS ARTICLE, THE COUNTY BOARD FOR THE CHILD'S HOME
32 COUNTY SHALL PAY FOR EACH CHILD THE AMOUNT SET FORTH IN §
33 8-417.3(D)(1) OF THIS ARTICLE.

34 (F) AN OUT-OF-STATE AGENCY THAT PLACES A CHILD IN A FOSTER
35 CARE HOME OR RESIDENTIAL FACILITY IN MARYLAND SHALL BE LIABLE FOR
36 THE COST OF THE CHILD'S EDUCATION, INCLUDING TRANSPORTATION.

37 (G) THE STATE BOARD OF EDUCATION SHALL ADOPT REGULATIONS
38 NECESSARY TO IMPLEMENT THIS SECTION.

39 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall
40 take effect July 1, 1986.

SENATE OF MARYLAND

61r1942

No. 296

H 482 F1
CF 61r1943

 By: The President (Administration)
 Introduced and read first time: January 16, 1986
 Assigned to: Budget and Taxation

A BILL ENTITLED

1 AN ACT concerning

2 Public Education - State Aid

3 FOR the purpose of establishing a process for funding the
 4 education of certain children placed in out-of-county living
 5 arrangements; defining certain terms; providing an appeals
 6 process; authorizing the State Superintendent of Schools to
 7 determine financial responsibility of counties for certain
 8 payments; authorizing deductions from certain funds under
 9 certain circumstances; authorizing the adoption of certain
 10 regulations; altering the basis for computing the basic
 11 current expense funding level; increasing the amount of
 12 funds set aside for vocational-technical education programs;
 13 and generally relating to State aid for public education.

14 BY adding to

15 Article - Education
 16 Section 4-120.1
 17 Annotated Code of Maryland
 18 (1985 Replacement Volume and 1985 Supplement)

19 BY repealing and reenacting, with amendments,

20 Article - Education
 21 Section 5-202(b)(2)(i) and (f)
 22 Annotated Code of Maryland
 23 (1985 Replacement Volume and 1985 Supplement)

24 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
 25 MARYLAND, That the Laws of Maryland read as follows:

26 Article - Education

27 4-120.1.

28 (A) (1) IN THIS SECTION, THE FOLLOWING WORDS SHALL HAVE THE
 29 MEANINGS INDICATED.

 EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.
 [Brackets] indicate matter deleted from existing law.

(2) "LOCAL CURRENT EXPENSE PER STUDENT" MEANS ALL EXPENDITURES MADE BY A COUNTY FROM COUNTY APPROPRIATIONS, EXCEPT STATE, FEDERAL, AND OTHER AID, FOR PUBLIC ELEMENTARY AND SECONDARY EDUCATION IN THE PRIOR FISCAL YEAR, DIVIDED BY THE FULL-TIME EQUIVALENT ENROLLMENT, AS DEFINED IN § 5-202(A) OF THIS ARTICLE.

(3) "CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT" MEANS A CHILD WHO IS PLACED IN A FOSTER CARE HOME OR RESIDENTIAL FACILITY IN A COUNTY OTHER THAN WHERE THE CHILD'S PARENT OR LEGAL GUARDIAN RESIDES. CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT DOES NOT INCLUDE A CHILD LIVING WITH A RELATIVE, STEPPARENT OR A PERSON EXERCISING TEMPORARY CARE, CUSTODY OR CONTROL OVER A CHILD AT THE REQUEST OF A PARENT OR GUARDIAN OF THE CHILD.

(4) "SERVICE PROVIDING LOCAL EDUCATION AGENCY" MEANS THE LOCAL EDUCATION AGENCY FOR THE COUNTY WHERE A CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT IS PLACED.

(5) "FINANCIALLY RESPONSIBLE COUNTY" MEANS THE COUNTY WHERE THE PARENT OR LEGAL GUARDIAN OF A CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT RESIDES. IF THE PARENTS OF THE CHILD LIVE APART, THE FINANCIALLY RESPONSIBLE COUNTY IS:

(I) THE COUNTY WHERE THE PARENT WHO HAS BEEN AWARDED CUSTODY OF THE CHILD RESIDES;

(II) IF CUSTODY HAS NOT BEEN AWARDED, THE COUNTY WHERE THE PARENT WITH WHOM THE CHILD LIVES WHEN NOT IN A FOSTER CARE HOME OR RESIDENTIAL FACILITY RESIDES;

(III) IF CUSTODY HAS BEEN AWARDED TO BOTH PARENTS AND THE PARENTS RESIDE IN DIFFERENT COUNTIES, BOTH COUNTIES SHALL BE CONSIDERED FINANCIALLY RESPONSIBLE AND SHALL PAY ONE-HALF THE AMOUNT AS COMPUTED IN ACCORDANCE WITH SUBSECTION (C) OF THIS SECTION, EXCEPT THAT IF THE CHILD RECEIVES A PUBLIC EDUCATION IN A COUNTY WHERE A PARENT RESIDES, THIS SUBPARAGRAPH SHALL NOT APPLY; OR

(IV) IF CUSTODY HAS BEEN AWARDED TO BOTH PARENTS AND ONE PARENT RESIDES IN A COUNTY AND THE OTHER RESIDES OUT-OF-STATE, THE COUNTY SHALL BE CONSIDERED THE FINANCIALLY RESPONSIBLE COUNTY.

(B) A CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT SHALL RECEIVE AN APPROPRIATE EDUCATION FROM THE SERVICE PROVIDING LOCAL EDUCATION AGENCY.

(C) (1) EXCEPT AS PROVIDED IN PARAGRAPH (4) OF THIS SUBSECTION, FOR EACH CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT ENROLLED IN A PUBLIC SCHOOL PROGRAM ON SEPTEMBER 30, THE FINANCIALLY RESPONSIBLE COUNTY SHALL PAY THE SERVICE PROVIDING LOCAL EDUCATION AGENCY AN AMOUNT EQUAL TO THE LESSER OF:

(I) THE LOCAL CURRENT EXPENSE PER STUDENT IN THE FINANCIALLY RESPONSIBLE COUNTY; OR

1 (II) THE LOCAL CURRENT EXPENSE PER STUDENT IN
2 THE SERVICE PROVIDING LOCAL EDUCATION AGENCY.

3 (2) IF THE SERVICE PROVIDING LOCAL EDUCATION AGENCY
4 DETERMINES THAT A CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT IS
5 HANDICAPPED AND NEEDS A PUBLIC SCHOOL LEVEL IV OR V SPECIAL
6 EDUCATION PROGRAM, THE FINANCIALLY RESPONSIBLE COUNTY SHALL PAY
7 THE SERVICE PROVIDING LOCAL EDUCATION AGENCY FOR EACH SUCH CHILD
8 AN AMOUNT EQUAL TO THE LESSER OF:

9 (I) THREE TIMES THE LOCAL CURRENT EXPENSE PER
10 STUDENT IN THE FINANCIALLY RESPONSIBLE COUNTY; OR

11 (II) THREE TIMES THE LOCAL CURRENT EXPENSE PER
12 STUDENT IN THE SERVICE PROVIDING LOCAL EDUCATION AGENCY.

13 (3) (I) IF THE LOCAL CURRENT EXPENSE PER STUDENT IN
14 THE FINANCIALLY RESPONSIBLE COUNTY IS LESS THAN THE LOCAL CURRENT
15 EXPENSE PER STUDENT IN THE SERVICE PROVIDING LOCAL EDUCATION
16 AGENCY, THE STATE SHALL PAY TO THE SERVICE PROVIDING LOCAL
17 EDUCATION AGENCY THE DIFFERENCE, PLUS AN AMOUNT EQUAL TO THE
18 STATE'S SHARE OF BASIC CURRENT EXPENSES PER STUDENT IN THE
19 SERVICE PROVIDING LOCAL EDUCATION AGENCY, FOR EACH STUDENT IN AN
20 OUT-OF-COUNTY LIVING ARRANGEMENT WHO ATTENDS A PUBLIC SCHOOL IN
21 THE SERVICE PROVIDING LOCAL EDUCATION AGENCY.

22 (II) THE NECESSARY FUNDS SHALL BE PROVIDED IN
23 THE APPROPRIATION TO THE STATE BOARD.

24 (4) IF THE SERVICE PROVIDING LOCAL EDUCATION AGENCY
25 DETERMINES THAT A CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT IS
26 HANDICAPPED AND NEEDS A NONPUBLIC EDUCATIONAL PROGRAM AS PROVIDED
27 BY § 8-409 OF THIS ARTICLE, THE FINANCIALLY RESPONSIBLE LOCAL
28 EDUCATION AGENCY SHALL PAY FOR EACH SUCH CHILD THE AMOUNT
29 PROVIDED BY § 8-417.3(D)(1) OF THIS ARTICLE.

30 (D) (1) EACH SERVICE PROVIDING LOCAL EDUCATION AGENCY SHALL
31 NOTIFY THE STATE SUPERINTENDENT OF THE NAME OF EACH CHILD IN AN
32 OUT-OF-COUNTY LIVING ARRANGEMENT AS OF SEPTEMBER 1 OF EACH YEAR
33 AND MAKE A PRELIMINARY DETERMINATION OF THE FINANCIALLY
34 RESPONSIBLE COUNTY FOR EACH CHILD. THE SERVICE PROVIDING LOCAL
35 EDUCATION AGENCY SHALL SEND A COPY OF THIS NOTICE TO THE
36 FINANCIALLY RESPONSIBLE COUNTY BY OCTOBER 30, AND AT THE SAME
37 TIME SHALL SEND THE NOTICE TO THE STATE SUPERINTENDENT.

38 (2) THE COUNTY WHICH WAS INITIALLY DETERMINED TO BE
39 FINANCIALLY RESPONSIBLE MAY APPEAL THAT DETERMINATION TO THE
40 STATE SUPERINTENDENT WITHIN 30 DAYS OF THE DATE ON WHICH THE
41 NOTICE WAS MAILED.

42 (3) THE STATE SUPERINTENDENT SHALL DECIDE ALL APPEALS
43 WHICH ARE MADE UNDER PARAGRAPH (2) OF THIS SUBSECTION, AND MAKE A
44 FINAL DETERMINATION REGARDING THE FINANCIALLY RESPONSIBLE COUNTY
45 FOR EACH CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT.

(4) BY JANUARY 15 OF EACH YEAR EACH COUNTY BOARD SHALL PROVIDE THE STATE SUPERINTENDENT THE DATA NECESSARY TO COMPUTE THE LOCAL CURRENT EXPENSE PER STUDENT UNDER THIS SECTION.

(5) IF BY MAY 15 A FINANCIALLY RESPONSIBLE COUNTY FAILS TO MAKE THE REQUIRED PAYMENT TO A SERVICE PROVIDING LOCAL EDUCATION AGENCY, THE STATE SUPERINTENDENT SHALL DEDUCT FROM THE NEXT PAYMENT OF STATE AID TO THE FINANCIALLY RESPONSIBLE COUNTY AN AMOUNT EQUAL TO THE AMOUNT OWED UNDER THIS PARAGRAPH AND SHALL PAY THOSE FUNDS TO THE SERVICE PROVIDING LOCAL EDUCATION AGENCY.

(E) OUT-OF-STATE AGENCIES THAT PLACE A CHILD IN A FOSTER CARE HOME OR RESIDENTIAL FACILITY IN MARYLAND SHALL BE LIABLE FOR THE COSTS OF SUCH CHILD'S EDUCATION, INCLUDING TRANSPORTATION.

(F) THE STATE BOARD MAY ADOPT REGULATIONS WHICH IMPLEMENT THIS SECTION.

5-202.

(b) (2) (i) [Beginning in fiscal year 1985 the] THE State shall share in an expenditure for basic current expenses equal to the product of the full-time equivalent enrollment and the following amounts:

1. \$1,286 for fiscal year 1985;
2. \$1,449 for fiscal year 1986;
3. [\$1,610] \$1,651 for fiscal year 1987;
4. [\$1,776] \$1,817 for fiscal year 1988;
- and
5. [\$1,947] \$1,988 for fiscal year 1989.

(f) (1) [For fiscal year 1985 and thereafter, an] AN amount as determined in paragraph (2) of this subsection shall ANNUALLY be set aside from the State shares of basic current expense aid to each county; these amounts are to be utilized for vocational-technical education programs in accordance with guidelines adopted by the State Board of Education. These funds shall not be used to supplant local contributions for vocational-technical programs. A county board of education shall maintain its fiscal effort on either a per student basis or on an aggregate basis for vocational education, compared with the amount expended in the previous fiscal year, to be eligible to receive its vocational-technical set-aside from basic current expense aid.

(2) The vocational-technical set-asides from basic current expense aid for each subdivision are calculated as follows for each county:

(i) The number of full-time equivalent students in grades 10 through 12 enrolled in vocational-technical programs

1 in each county on September 30 of the previous year is divided by
2 the statewide number of full-time equivalent students in grades
3 10 through 12 enrolled in vocational-technical programs on
4 September 30 of the previous school year.

5 (ii) The quotient derived in (i) is multiplied
6 by [\$2.9] \$3.9 million.

7 (iii) As determined under subsection (b) of
8 this section, the State per pupil current expense aid in each
9 county is divided by the statewide average per pupil basic
10 current expense aid to determine an equalizing factor. The
11 equalizing factor for each county is multiplied by the product
12 derived in (ii) to determine the unadjusted set-aside for
13 vocational-technical education.

14 (iv) [\$2.9] \$3.9 million is divided by the sum
15 of the unadjusted set-asides for all counties derived in (iii)
16 and this quotient is rounded to 7 decimal places to determine the
17 adjustment factor.

18 (v) Each county's unadjusted set-aside for
19 vocational-technical education as derived in (iii) is multiplied
20 by the adjustment factor derived in (iv). The resulting product
21 is the set-aside from basic current expense aid for
22 vocational-technical education for the county.

23 SECTION 2. AND BE IT FURTHER ENACTED, That for fiscal year
24 1987 only, the State reimbursement required under § 4-120.1 of
25 the Education Article is limited to the amount of funds provided
26 in the fiscal year 1987 State budget. If the total cost of State
27 reimbursements under § 4-120.1 would exceed the amount budgeted
28 for fiscal year 1987, the State Board of Education shall prorate
29 its reimbursement per student to service providing local
30 education agencies.

31 SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall
32 take effect July 1, 1986.

SENATE OF MARYLAND

(House 1201)

61r2199

No. 638

F1
CF 61r2236

By: Senator Bonvegna (Baltimore City Administration)
Introduced and read first time: January 31, 1986
Assigned to: Budget and Taxation

A BILL ENTITLED

1 AN ACT concerning

2 Special Education Programs - Required State Funding

3 FOR the purpose of increasing the required minimum State
4 contribution to the funding of certain costs of educational
5 programs for handicapped children; and providing for the
6 manner of distribution of this increased funding among the
7 counties and Baltimore City.

8 BY repealing and reenacting, with amendments,

9 Article - Education
10 Section 8-416
11 Annotated Code of Maryland
12 (1985 Replacement Volume and 1985 Supplement)

13 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
14 MARYLAND, That the Laws of Maryland read as follows:

15 Article - Education

16 8-416.

17 (A) Beginning in fiscal year 1982, the funding level
18 provided by this State and its counties for educational programs
19 for handicapped children under §§ 8-417 through 8-417.6 of this
20 subtitle may not be less than the funding level for these
21 programs in fiscal year 1981.

22 (B) BEGINNING IN FISCAL YEAR 1987 AND FOR EACH FISCAL YEAR
23 THEREAFTER:

24 (1) THE STATE CONTRIBUTION TO THE EXCESS COSTS OF
25 EDUCATIONAL PROGRAMS FOR HANDICAPPED CHILDREN, AS DEFINED IN
26 FORMER SECTIONS 8-417.1 AND 8-417.3 OF THIS SUBTITLE, MAY NOT BE
27 LESS THAN \$100,000,000; AND

28 (2) THE STATE CONTRIBUTION TO THE EXCESS COST PROGRAM
29 OF EACH COUNTY AND BALTIMORE CITY SHALL BE THE AMOUNT OF THAT

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.
[Brackets] indicate matter deleted from existing law.

2

SENATE BILL No. 638

1 CONTRIBUTION FOR FISCAL YEAR 1986, INCREASED IN PROPORTION TO THE
2 INCREASE OF THE TOTAL STATE CONTRIBUTION OVER \$70,000,000.

3 SECTION 2. AND BE IT FURTHER ENACTED, That this Act shall
4 take effect July 1, 1986.

DAVID W. HORNBECK
STATE SUPERINTENDENT



SPECIAL EDUCATION TTY 659-2666*
VOC-REHABILITATION TTY 659-2252*
FOR DEAF ONLY

MARYLAND STATE DEPARTMENT OF EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2595
(301) 659- 2489

April 14, 1986

TO: TASK FORCE TO STUDY THE FUNDING OF
SPECIAL EDUCATION

Attached are the minutes of the March 10, 1986,
meeting of the Task Force to Study the Funding of Special
Education.

An agenda of the next meeting, meeting
dates, and other information will be forwarded to you
shortly.

Sincerely,

A handwritten signature in cursive script, appearing to read "M. Sciukas".

M. Sciukas
Recording Secretary

MS
Enclosure

TASK FORCE TO STUDY
THE FUNDING OF SPECIAL EDUCATION
Meeting of March 10, 1986

Dr. Jean Hebeler, Chairperson of the Task Force to Study the Funding of Special Education, opened the meeting of the Task Force on March 10, 1986, at approximately 9:45 a.m., in the State House, Annapolis, Maryland.

Present were the following:

Dr. Jean Hebeler
Mr. Chester Bullard
Dr. Mary Elizabeth Ellis
Mr. Frank Farrow
Mrs. Martha J. Fields
Ms. Sarah Johnson
Ms. Deborah Kendig

Dr. Claud E. Kitchens
Dr. Eugene McLoone
Mr. Norman Moore
Mr. Stanley Mopsik
Delegate Nancy Murphy
Mr. David Ricker

Interested parties in attendance are listed on Attachment I.

A sign language interpreter, Ms. Ann Karn, attended the meeting to provide assistance, if needed.

MINUTES

The minutes of the meeting of February 24, 1986, were amended as follows:

On Page 2, second paragraph, last sentence to read as follows:

"The Grant Program paid the counties on a per vehicle or bus assigned to each county plus mileage and hours."

The minutes of February 24, 1986, as amended, were approved.

TESTIMONY OF PARENT ADVOCACY GROUPS

Dr. Hebeler announced that if any parent advocacy group in attendance wished to present testimony to sign up on the sheet provided and they would be invited to present testimony in the order registered.

Mr. William Baber, Executive Director of ARC/MD, stated that his organization had a great deal of interest in the work of the Task Force. The ARC/MD is a voluntary organization and the Maryland chapter is part of a national organization. As a result of the Raine Decree, Maryland is a leader in this field, providing services for handicapped children birth to twenty-one. He gave an oral report and indicated he would provide written testimony of his remarks.

Mr. Baber stated that some concerns of his organization were:

- o lack of new state funds since 1981
- o reduction of federal commitment for funding
- o need for transition services
- o costs of related services
- o costs of transportation
- o need for increased application of technology in programming for handicapped children
- o need for continued programming for handicapped children from birth
- o need for more equitable funding
- o need to program for handicapped children in the community.

Mr. William Chestnutt, Chairperson of the Special Education Advisory Committee, stated that the Committee consisted of 17 persons serving three year terms and meets quarterly. The Committee is proud of the State Department leadership and that Maryland is in the forefront of early childhood needs, least restrictive environment procedures, in learning disabled programs, and in transitioning. Concern was expressed for improvement of the vocational educational curriculum, shortage of teachers, cost of providing services to the medically fragile, funding for transportation, and psychological testing of children.

Ms. Sally Meyers, Deputy Director, Maryland Disability Law Center, Inc., spoke on behalf of her organization's concerns. (Attachment II) She stated that Maryland needs to develop new community based residential programs.

Her testimony included consideration by State legislation of therapeutic group homes, difficulty in starting programs, waiting lists for screening assessment, and community reaction in placement of residential facilities.

Dr. Melvin Stern, pediatrician and father of a head injured child, discussed his concerns about the education services available for his daughter, Jennifer. He stated that he would provide the Task Force with written testimony.

It was stated that there was a need for trained personnel in this area, for adequate programs to serve the needs of the head injured, for accurate figures of the population to be served, and for the amount of funding required.

Ms. Sandra Kelman, parent of a deaf child, addressed the Task Force on her experiences as a parent of a deaf child. (Attachment III) In summary, she stated that she would like to see parents of handicapped children have many choices as to placement, services, and funding. She further stated that she would like to see discrimination against the handicapped eliminated.

Ms. Christine Marley-Metz, President of the Maryland Association of Vocational Education Special Needs Personnel, expressed the concern of her organization on the emphasis on academic skill development and the development of transitional programs. (Attachment IV)

Dr. Hebeler thanked the presenters for their excellent presentations and requested those that had not brought written testimony to forward it to her, along with any other material they thought relevant.

ANNOUNCEMENTS

Dr. Hebeler distributed to the Task Force the following material:

Letter from Governor Hughes to Dr. Hebeler, dated February 13, 1986, relative to "basic cost." (Attachment V)

Letter from Dr. Gail Robinson, DHMH, to Dr. J. Hebeler, dated March 3, 1986, relative to FY '86 Related Services Costs for Mental Hygiene Administration and Mental Retardation Administration. (Attachment VI)

Material from the Division of Transportation, MSDE, entitled "History of the Pupil Transportation Block Grant Program" and "Total Funding for Baltimore City Pupil Transportation Program: FY '85." (Attachment VII)

Dr. Hebeler further stated that she would be attending a meeting of the fiscal officers of Local Public Schools at the request of the Maryland State Department of Education. She requested members to forward any topics that they would like her to address at this meeting. She further stated that she had attended a meeting of the Eastern Shore LEAs and would share with the Task Force the result of this meeting.

It was requested that if any data was available relative to the funding of special education that might be of interest to the Task Force to please forward it to the Chairperson.

NEXT MEETING

Due to the legislative session, the Task Force will not meet again until after the General Assembly is over. At this time the meeting will focus on the material received and collected. Notice of the meeting dates will be sent to the Task Force.

ADJOURNMENT

There being no further business, the meeting adjourned at approximately 12 noon.

Respectfully submitted,

A handwritten signature in cursive script, appearing to read 'M. Sciukas', is written over the printed name.

Mildred Sciukas
Recording Secretary

MEETING OF MARCH 10, 1986

INTERESTED PARTIES

TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

Mr. Brian Kelly, Executive Office, Montgomery County Office of
State Affairs

Ms. Lois Stoner, Montgomery County Public Schools

Mrs. Maureen K. Steinecke, Maryland Association of Boards of Education
(MABE)

Dr. Avrum S. Shavrick, Department of Health and Mental Hygiene

Maryland State Department of Education

Dr. Patty Flynn, Project Basic

Mr. Richard J. Steinke, Division of Special Education



Maryland Disability Law Center, Inc.

2510 St. Paul Street
Baltimore, Maryland 21218
(301) 383-3400

TTY (301) 235-4227 DC AREA (301) 779-2030 X3400

March 10 ,1986

Jean R. Hebeler, Chairperson
Governor's Task Force to Study Funding
of Special Education
Department of Special Education
University of Maryland
College Park, Maryland 20742

Dear Ms. Hebeler:

Thank you very much for inviting the Maryland Disability Law Center to present testimony before the Task Force on Funding of Special Education Services in Maryland. As you are probably aware, MDLC provides representation to disabled children for whom special education and other habilitation services are being sought. A result of representing children in many different forums including children who are before the Juvenile Court as CINA's (Children in Need of Assistance) is that we work with all agencies of state government and we see where services are inadequate, are not being delivered appropriately, and where there are gaps in services.

The following represents major areas of concern for MDLC.

I. Obtaining services for children who have mental health problems has been a particularly frustrating problem for many years. We have advocated for appropriate mental health services in the community for children and their families. We have also recommended that the state develop therapeutic group homes for children who, due to their emotional problems, require a therapeutic living situation.

Many students whose mental health needs interfere with their ability to participate in the regular education program are determined to need a non-public level V or VI placement. After years of referring children with severe problems to a number of private programs for day or residential placements and receiving rejections, it would seem apparent that Maryland should be developing programs to serve this population of children. However, the referral of children to programs which are likely to reject them continues.

Jean R. Hebeler
March 10, 1986
page 2

The result is that children wait for long periods of time to receive appropriate special education services. Some children receive home teaching as an interim service for months waiting for an educational program. For children with severe emotional difficulties, this period of time out of school may lead to abuse and/or neglect by parents, deterioration in the child's condition, lapses in education that may result in having to repeat a year and many other extenuating problems.

II. Many children in Maryland are removed from their home by a local department of social services or a court for a variety of reasons. The most common is the child who is found to be CINA and placed in a foster home. In some cases the foster home is in a county other than where the parents reside. When this occurs the "receiving" county may not be willing to provide an education for the child. When this occurs the child who through no fault of his/her own has been removed from his/her home is the subject of a struggle between school systems which results in the child remaining at home, not receiving an education. In the case of a child who is handicapped and in need of special education services this problem is intensified because of the greater impact a disruption in education has on the child's progress. In addition, foster placements have been lost and children moved to multiple homes because foster parents have not been able to accomodate the child being at home during the day.

Recently there have been efforts made to address this problem through legislation. During the 1984 legislative session two bills were introduced and, while they did not pass, a task force made up of local superintendents was appointed. The task force studied the problem for eighteen months and made recommendations for a change in the statute to solve the problem. Two pieces of legislation are currently before the General Assembly to resolve the problem. While they differ on the method of determining how reimbursement will be made, both bills make it clear that children will receive an education and the local education agency (LEA) will not be allowed to interrupt a child's education while financial responsibility is being determined.

III. Other less complicated problems that MDLC encounters are those that are directly related to a lack of sufficient funds for an LEA to provide services such as speech and language therapy, psychological services for testing or direct service. There are waiting lists for screening and evaluation in many LEA's.

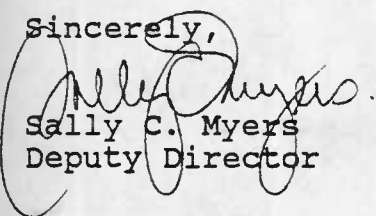
Jean R. Hebel
March 10, 1986
page 3

Another example of how insufficient funding is terribly harmful is that children are not appropriately identified. That is, children who may need a related service three times per week in a school without sufficient resources to provide that service may have an IEP written which indicates that they will only receive the service once or twice. The way to solve these problems is simply to allocate more funds for special education and related services.

While it is true that funds are insufficient to meet the needs of special education demands in some areas, there are also some creative uses of available funds that have not been tried. For example, rather than to recommend a student for a more restrictive placement; if adding an aide to the classroom may allow the child to remain in his/her present placement this seems both cost effective and in keeping with the "least restrictive placement" requirement. It has been our experience that in most situations LEA's are very quick to adopt the attitude that if a child needs something more or different than what is available, a referral should be made to a non-public program. In many situations, this means that a child who could attend a school in his/her home county is forced to attend a residential school and live apart from the family in order to get his/her educational needs met. We would very much like to see LEA's begin to develop new, model programs, perhaps on a regional basis if incidence of a particular disabling condition does not warrant a program in each LEA, to address the needs of particular groups of children.

Thank you very much for the opportunity to address the task force and I'd be happy to answer any questions.

Sincerely,



Sally C. Myers
Deputy Director

210 Brightside Avenue
Pikesville, Maryland 21208
March 10, 1986

Jean R. Hebeler, Chairperson
Governor's Task Force to Study Funding of Special Education
The University of Maryland
College of Education
Department of Special Education
College Park, Maryland 20742

Ms. Hebeler, Members of the Task Force, Ladies and Gentlemen:

My name is Sandra Kelman and I am here as a parent of a deaf child. My eleven-year-old son, Joshua, is here with me today. My primary goal is to talk to you as a parent. Also I want to share with you my experiences from talking with other parents of special needs children and as Executive Director of the Francis W. Parker Independent School in Baltimore, incorporated as the Baltimore Experimental High School, Inc.

As you can tell I am talking to you in two languages--English speech and sign language. I became a parent first, a parent of a deaf child second. When I learned my child was deaf he was about 17 months old. It was as if I now had a child who only understood a foreign language and I suddenly needed to become proficient in that language to communicate with my own child.

I had to learn a new language just to say "I love you" to my own child..

My son is profoundly deaf; his first communication is sign language. His speech skills are not that good. He can pronounce, in a deaf voice, some words such as Mama, apple, stop, Dada, bye. Most of those words were learned at home. Because he was born deaf and because of his profound hearing loss he will probably never develop good speech or lip-reading skills.. Not all deaf folks are able to lipread; even the best lipreader can lipread only one of every four words.

With the exception of a two day a week Head Start program when he was three years old and summer camps and playground programs my son has been attending schools for the deaf since he was 20 months old. However, until we moved to Maryland $3\frac{1}{2}$ years ago he had been attending a school where all of the kids lived at home. One of my son's complaints about the School for the Deaf in Columbia, which he attends as a commuting day student, is that many students live in the dorms. My son prefers that all deaf kids live at home.

In Massachusetts we had more educational choices for our son than we, as well as all other parents of deaf kids, have in Maryland. That is one of the biggest needs I want to tell you about. The need for more choices. Parents on the Eastern Shore have no choice. Parents in most areas of this state seem to have no choice. The word is: Send your kid to the school for the deaf. He or she either goes to Columbia or to Frederick. Imagine this little three-year-old child--the apple of your eye--going off on a bus every Sunday and returning home every Friday from school. That is not a choice.

Recently the teacher aide in my son's class and I were talking about the problems of a deaf child growing up living in a dorm. They include: not learning until you are older that food is prepared and cooked, not just served as if by miracle at your plate; not knowing that the electric bill must be paid monthly; that taxes are due on April 15th; that you go to vote for your state legislators in November; that you need medical insurance; that life is not going to some different event every night of the week such as rollerskating, swimming, movies. They also include ^{not having a full time} growing up in a family with your brothers and sisters and having to learn to communicate and problem-solve and make everyday decisions.

Choices can include a school for the deaf; for many this can be the "least restrictive" environment. Advantages to a school for the deaf include being taught fully in your own language, being able to communicate with all adults and students at the school. Disadvantages include not being able to develop good speech skills because there are no hearing children to model speech for you. Children often learn best from each other and I know my son tries harder to say words after he has spent more time with hearing children; disadvantages include no opportunities for developing social skills with hearing children and for hearing children to develop communication and social skills with deaf children. The greatest problem for most deaf people is isolation. For a child this often results because neighborhood peers have had no opportunity to develop communication skills with deaf children unless the hearing child decides to learn on his own or because the parent of the deaf child teaches the hearing children to sign. An unfair burden on parents who already are burdened by the hard work of raising a child they have had to learn to communicate with and understand themselves.

I would like to give credit to the Baltimore County Department of Recreation. My son has attended the summer playground program at Wellwood Elementary School for two summers with an interpreter provided by the Dept. of Recreation. The camp director has also gone out on his own this year to learn sign language. The county playground director has a TTY in his office. The staff at Millbrook Elementary School ~~began to recognize the need for~~ after school county rec program began to recognize the need for an interpreter when my son joined their soccer program.

Baltimore County Schools, however, have little to offer a profoundly deaf child. When we visited their program we found it to be ghetto-ized in a school serving special needs children. The Baltimore County liason to my son's school has been at one of the at least three IEP meetings he has had; when she attended the IEP meeting for another child it was evident she did not know the child and was not even familiar with the child's record or needs. This is a disgrace! It has also come to my attention several times that the county's way to "manage" our kids ^{is to} ~~is to~~ *is to* drug them.

This is indeed sad since most of the other parents of deaf kids that I know in Baltimore County do not want their/our kids to have to live away from home. Yet as our children get older we will be left with no choice but to send them to Frederick to the high school for the deaf UNLESS action is taken now to insure that we will have a choice.

As you may be aware transportation is also an issue for many of us. When we first moved here a few years ago our son was spending four hours a day on a trip that should have been no more than two hours a day. We chose Pikesville because it is only 25 minutes from his school in Columbia.

In Massachusetts it took one hour and ten minutes for him to get to school because we lived 50 miles from his school. But there ~~as~~ was a difference because that was our CHOICE. I am still aware of a young deaf child who spends up to two hours each way on the bus going from her home (probably 45 minutes one way) to school. All too often the aide on the bus, who is supposed to help in an emergency and should know how to communicate with the deaf children, does not know sign language and thinks that all deaf children understand speech.

One other need that is universal to all parents of any special needs child is the need for employers to show better understanding of our special needs as parents. We are the ones who must go with our young children to school so that we can learn sign language and learn how to best help our child; we are the ones who have extra medical appointments because of the child's special need; we are the ones who need more time off to attend those IEP meetings and all the other meetings that affect our child's education. It is time for the state to advocate for better on the job benefits for all parents and especially for those of us with children with special needs.

As Director of a small, alternative high school and as a parent who knows many other parents in Maryland with children with learning challenges I feel I must also add a few words on behalf of the children in that category called "learning disabled" and I would like for us to come up with a better term than that. One of my friends just called to my attention that, unless your child is at least two grade levels behind, Baltimore City Schools apparently will not hear your pleas for help for your learning challenged child.. I am aware of other parents frustrations also at getting needed services for their child in the city.

We have about 10 teenagers out of 32 students at the high school I run who have special learning needs. Many of these students came from public schools where their needs went undiagnosed or unmet, They feel themselves to be failures and we now must deal with the emotional and psychological scars that have resulted. It is imperative that the state review the funding and procedures for these kids. As another parent, whose daughter has Prader-Willi syndrome, pointed out to me last night, it is imperative that the money be spent now or you all will be spending more later.

I understand that comment because I have also worked with the "laters" and seen the damage that has been done by not having had responsible educational programs when these individuals were young. This means starting with parent/infant programs and continuing to support the needs and choices of the family through that child reaching adulthood.

It is my understanding from reading the newspaper that Baltimore City Schools have asked the state legislature for help. They need it and they deserve it. But they, as well as other school systems, also need monitoring and I would strongly urge that parents serve on the monitoring agency. You see, unless you are a parent of a special needs child, you really do not understand that child's needs. Even the poorest, least educated mother can responsibly describe her child's needs. I know. I also one was a Head Start director and I have worked with those mothers and fathers, too.

I am lucky. I am an advocate. I am not afraid to come here and stand before you and use this time as a forum for concerns that have bothered

me for some time. Not all parents can do that. That does not mean they do not feel the same way I do or want to express their needs as well.. I can tell you that my aggressiveness comes from being a parent of a deaf child and having to fight for that child and his education. It comes from having to advocate time and again for choices.

As a parent I am also tired. I would like to feel that the state sees its children as its highest priority. But I know that is not true. Yet. Just please remember that my deaf son ~~has~~ has been pretending to vote since he was six years old and has also already campaigned for political candidates. Some day he is going to be voting for his state representatives; some day he may decide to become a state representative. Will you be ready for him?

In closing I would like to say that my signing skills have been developed by the opportunities given me by attending school with my son beginning when he was 20 months old. As you can see money for parent/infant programs and for all school programs for special needs children are well spent. I would also like to especially mention parent/infant programs and parent support programs. When you learn your baby or child has a special need you go through a grieving process; it is as if that old perfect baby must die so you can accept this new not so perfect baby. This is a hard time for all of us and demands a level of support we can only get from other parents who also have experienced our feelings as well as from those persons who have expertise to offer us when we are feeling angry, confused, isolated and scared.

Money spent on programs for special needs children and their families is an investment that this state cannot afford not to spend.

Before I forget I would just like to add ~~one~~ ~~one~~ more comment; the Maryland School for the Deaf in Columbia has a beautiful pool. Too bad that funds are not available for its use by all of its students as part of the daytime educational curriculum. At the present time the only kids who enjoy its use are the dorm kids on Wednesday night and my son who goes with his father who lifeguards at the pool. In our nearly four years of connection with this school that pool has never been open for daytime use and instruction due to lack of funding. I ask your assistance in correcting this situation.

Thank you for your time and attention.

Sincerely,

Sandra Kelman
Sandra Kelman

Testimony Presented By

The Maryland Association of Vocational
Education Special Needs
Personnel

before The
Governor's Task Force To Study
Funding of Special Education

10 March 1986

State House, Annapolis

Prepared and presented by Christine Marley-Metz, President

MAYESNP
P.O. Box 444
Mayo, Md. 21106

The Maryland Association of Vocational Education Special Needs Personnel wishes to thank the Governor's Task Force on the Funding of Special Education for the opportunity to express some of our concerns.

Rather than make a lengthy presentation, we would like to express a few overriding concerns and request the opportunity to communicate more detailed input at a later date as our time awareness of this hearing has been brief.

To begin, we commend the efforts of Special Education programs around the State to improve the students' academic skills. With the graduation diploma testing program in place, it is understandable that academic skill development could become the only focus of instruction. This is of concern.

The issue of TRANSITIONING from school into adult career life should not become only a post graduation activity. Preparation for that adult life should be an integral part of secondary education.

We recommend an analysis to determine the areas into which disabled learners are and could be transitioning. Having identified those areas, programs can be created and enlarged within secondary education to prepare for them.

We recommend that each disabled learner's special education plan contain a vocational/career goal. Many students should be encouraged and considered for entrance into existing vocational programs in the comprehensive high school and/or vocational centers. The expansion and development of Vocational Support Service Teams in Vocational Centers makes success possible for higher numbers of special needs learners. We encourage the support for these teams and for their expansion. Existing Vocational Education programs are not going to be the most appropriate placement for all students with disabilities. Special Education programs are in place providing vocationally oriented training to their students. This type of program needs to be expanded.

The Vocational Support Service Teams at the Community College Level are an exemplary means of transition service for post-secondary students. They can mean the difference between dreaming of college and actually being able to successfully attend, for the student with a disability.

We recommend increased and improved communication and joint efforts uniting Vocational and Special Education providers on state and local levels. By meshing these two expert fields of knowledge and concern- we will have the best services for our students with special needs.

Thank you for this opportunity to express our views. We appreciate your time and commitment to the continued improvement of Special Education Services. - 117 c.m.

STATE OF MARYLAND
EXECUTIVE DEPARTMENT

ANNAPOLIS, MARYLAND 21404

February 13, 1986



HARRY HUGHES

GOVERNOR

Dr. Jean Hebeler
Chairperson
Task Force to Study the Funding
of Special Education
Department of Special Education
University of Maryland
College Park, Maryland 20742

Dear Dr. Hebeler:

In the preparation of the Fiscal Year 1987 budget, as we were reviewing the program for handicapped children in non-public placements funded within and approved by the State Department of Education, I became concerned that the administrative procedures currently used by the Department of Education to determine "basic cost" as defined in the Education Article 8-417.1 (b) may not be in strict compliance with the legal definition and as a result may be placing a disproportionate share of cost on the State.

Accordingly, I have approved funding for this program in Fiscal Year 1987 at about the same level as Fiscal Year 1986 pending a review and recommendation by your Task Force on this issue. I should appreciate your advice on this as quickly as you can fit it into your work plan, but should hope to know your thoughts by May. At that time I will be beginning preliminary planning for the next State budget. Mr. David Ricker, the budget analyst for the Department of Education, is also a member of your Task Force and can provide further details as needed.

Thank you for your help. I look forward to your recommendations.

Sincerely,

A handwritten signature in cursive script that reads "Harry Hughes".

Governor



OFFICE OF THE SECRETARY
DEPARTMENT OF HEALTH AND MENTAL HYGIENE
 201 WEST PRESTON STREET • BALTIMORE, MARYLAND 21201

Harry Hughes, Governor

March 3, 1986

Adele Wilzack, R.N., M.S., Secretary

TO: Jean R. Hebel, Ed.D.
 Professor, Department of Special Education
 University of Maryland

FROM: Gail K. Robinson, Ph.D.
 Director, Office of Planning and Analysis

RE: F.Y. '86 Related Services Costs for the Mental Hygiene Administration (MHA) and for the Mental Retardation Administration (MRDDA) for Individuals Under Age 21 as Requested by the Task Force on Special Education Funding at its December 11, 1985 Meeting

For your review, we have enclosed the related services cost expenditure that represents the aggregate current expenditures for Mental Retardation Developmental Disabilities Administration Schools (MRDDA), and for the Schools in the Mental Hygiene Administration (MHA). The related services costs are calculated on the actual amounts we are spending per child. However, one needs to be mindful, that they are estimated costs since many of the related services personnel provide services to both children and adults. Only those related services costs for populations under age 21 have been computed. As you know, DHMH bills for those related services being provided by the schools and most of the costs are recovered.

Those MRDDA operated schools include Rosewood, Great Oaks and Holly at approximately \$4,492 per student per year. Similarly, we have included the aggregate current related services cost expenditure for Mental Hygiene Administration (MHA) Schools at approximately \$7,161 per student per year. Those schools include Springfield's Muncie Center, and RICA/Baltimore currently operated by the MHA, and RICA/Cheltenham, and RICA/Rockville that have a joint funding arrangement with the MHA, and with the corresponding local board of education.

Should you have any questions, please feel free to call me.

GKR:js

enclosures (2) MHA F.Y. '86 Related Services Costs
 MRDDA F.Y. '86 Related Services Costs

Jean R. Hebeler, Ed.D.

March 3, 1986

Page 2

cc: Dr. Thomas J. Krajewski

Mr. James Johnson

Mr. Gordon Krabbe

Mr. Harold Kushner

Mental Hygiene Administration

F.Y. 1986 Related Services Costs

RICA/Baltimore, RICA/Cheltenham, RICA/Rockville,

Springfield's Muncie Center

483 Students

	<u>Total</u>
Psychological Services:	\$ 331,825
Speech Pathology & Audiology:	68,530
Social Work Services in School:	539,443
Physical & Occupational Therapy:	199,983
Medical & Diagnostic Evaluation:	196,796
Early Identification & Assessment of Disabilities in Children:	114,225
Transportation:	80,577
Recreation Therapy:	166,481
Counseling Services:	1,423,245
School Health Services:	337,739
	<u>\$3,458,844</u>

Average per pupil related services cost for 483 students is approximately \$7,161.

Mental Retardation Developmental Disabilities Administration

F.Y. 1986 Related Services Costs

Rosewood, Great Oaks, Holly

110 Students

	<u>Total</u>
Psychological Services:	\$ 53,306
Speech, Pathology & Audiology:	49,957
Social Work Services in School:	48,984
Physical Therapy:	97,943
Occupational Therapy:	56,400
Medical & Diagnostic Evaluation:	155,826
Transportation:	31,707
	<u>\$494,123</u>

Average per pupil related services cost for 110 students is approximately \$4,492.

HISTORY OF THE PUPIL TRANSPORTATION BLOCK GRANT PROGRAM

School System	H.B. 1172 FY '82	+ 8% FY '83	+ 4.2% FY '84	+ 2.3% FY '85	+ 4.6% FY '86
Allegany	\$ 2,101,491	\$ 2,269,610	\$ 2,364,934	\$ 2,419,327	\$ 2,530,616
Anne Arundel	8,939,243	9,654,382	10,059,867	10,291,244	10,764,640
Baltimore City	7,629,032	8,239,354	8,585,407	8,782,871	9,186,883
Baltimore	10,999,238	11,879,177	12,378,103	12,662,799	13,245,288
Calvert	1,502,756	1,622,976	1,691,141	1,730,037	1,809,619
Caroline	1,067,393	1,152,784	1,201,201	1,228,829	1,285,355
Carroll	3,381,800	3,652,344	3,805,743	3,893,275	4,072,366
Cecil	1,914,182	2,067,316	2,154,144	2,203,689	2,305,059
Charles	3,662,278	3,955,260	4,121,381	4,216,173	4,410,117
Chesapeake	1,081,884	1,168,434	1,217,509	1,245,512	1,302,806
Frederick	3,384,771	3,655,552	3,809,086	3,896,695	4,075,943
Garrett	1,396,838	1,508,584	1,571,945	1,608,100	1,682,073
Hagerford	4,502,100	4,862,268	5,066,484	5,183,013	5,421,432
Howard	4,001,005	4,321,085	4,502,571	4,606,130	4,818,012
Montgomery	724,095	782,022	814,867	833,609	871,955
Prince George's	9,854,155	10,642,487	11,089,472	11,344,530	11,866,377
Queen Anne's	14,222,479	15,360,277	16,005,409	16,373,533	17,126,715
St. Mary's	1,192,507	1,287,907	1,342,000	1,372,866	1,436,018
Somerset	2,420,389	2,614,020	2,723,809	2,786,457	2,914,634
Talbot	842,229	909,607	947,311	969,611	1,014,213
Washington	678,455	732,731	763,506	781,067	816,996
Wicomico	2,750,031	2,970,033	3,094,775	3,165,955	3,311,589
Worcester	2,021,116	2,182,805	2,274,483	2,326,796	2,433,829
TOTAL STATE	1,230,533	1,328,975	1,384,792	1,416,642	1,481,808
BUDGET AMOUNT	\$ 91,500,000	\$ 98,819,990	\$ 102,970,440	\$ 105,338,760	\$ 110,184,343

TOTAL FUNDING FOR BALTIMORE CITY PUPIL TRANSPORTATION PROGRAM:
FY '85

Pupil Transportation Grant from
§5-203, Public School Laws of
Maryland \$ 3,782,871

MTA Funds: \$.70 x 46,986 riders x 180 days
x 2 trips (AM and PM) per day 11,840,472
[The MTA subsidizes \$.45 per adult
passenger and \$.70 per pupil passenger]

Federal subsidy: \$.60 x 46,986 riders
x 180 days x 2 trips (AM and PM) per day 2,706,393
[The federal government subsidizes approxi-
mately \$.16 per passenger, adult and student]

Baltimore City (Local) Funds 1,200,000

TOTAL FUNDS - STATE, LOCAL, AND FEDERAL SUBSIDY \$ 24,529,736

INTERESTED PARTIES

TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

Meeting of May 1, 1986

Mr. Judson Porter, Baltimore City Public Schools

Mr. Edward Friedlander, Baltimore City Public Schools

Mr. Brian Kelly, Montgomery County Office of State Affairs

Ms. Phyllis S. Goldberg, Department of Fiscal Services

Ms. Linda Stahr, Department of Fiscal Services

Mr. Steven Feinstein, Department of Fiscal Services

Ms. Judy Sheehan, Prince George's County Public Schools

Ms. Lois Stoner, Montgomery County Public Schools

Maryland State Department of Education

Mr. Richard Steinke, Division of Special Education



Prince George's County Public Schools

UPPER MARLBORO, MARYLAND 20772

April 1, 1986

Dr. Jean R. Hebeler
Special Education Department
Benjamin Building
University of Maryland
College Park, Maryland 20742

Dear Dr. Hebeler:

I am enclosing some comparative data on the increasing transportation costs for special education pupils in Prince George's County Public Schools.

Highlighted are the cost per student transported figures which show an approximate 12 times greater cost for special education pupils without bus purchase costs considerations.

You will note that the special education pupils comprise approximately 4% of the pupils transported and accrue 32% of the total miles traveled. 38% of full-time salaries and 22% of vehicle operation and maintenance costs are directed towards special education transportation requirements in our bus fleet.

Special education equipment purchases would undoubtedly widen the excess cost gap for special education transportation vs regular transportation and perhaps some consideration could be made for hardware in the funding formula.

I hope you find this data useful to your charge. Please let me know if I can be of further assistance.

Sincerely,

John W. Weaver
Financial Analyst

JWW:vb

Enclosure



Program And Services Overview And Analysis

PROGRAM TITLE: REGULAR PUPIL TRANSPORTATION

PROGRAM DESCRIPTION:

This program provides the school buses and operating personnel necessary to transport students to and from school who are enrolled in our regular public school programs. Students entitled to public bus transportation must meet the following criteria:

- o Attend elementary schools and residing more than one and one-half miles distance.
- o Attend secondary schools and residing more than two miles distance.
- o Those students encountering unsafe walking situations between their homes and respective schools, regardless of the distance involved.

OPERATING DATA:

	<u>FY-85 Actual</u>	<u>FY-86 Budget</u>	<u>FY-87 Projected</u>
<u>School Bus Statistics</u>			
Total Miles Travelled	6,785,006	6,785,006	6,785,006
Miles Per Day	37,694	37,694	37,694
<u>Students Transported</u>			
Total Enrolled	102,953	99,998	99,196
Eligible for Transportation	68,920	66,899	66,362
Percent Transported	66.9%	66.9%	66.9%
Cost per Student Transported(1)	<u>\$152</u>	<u>\$169</u>	<u>\$186</u>

	<u>FY-85 Actual</u>	<u>FY-86 Authorized</u>	<u>FY-87 Baseline Budget Baseline Amount</u>	<u>Change From FY-86 Auth.</u>	<u>FY-87 Requested Budget Requested Amount</u>	<u>Amount of Improvement</u>
<u>STAFFING:</u>						
Bus Driver Foreman	13.0	13.0	13.0	--	13.0	--
Asst. Bus Driver Foreman	13.0	13.0	13.0	--	13.0	--
Bus Driver Trainer	7.0	7.0	7.0	--	7.0	--
Bus Drivers(2)	345.0	345.0	345.0	--	345.0	--
Bus Monitors	1.4	1.4	1.4	--	1.4	--
TOTAL STAFFING	379.4	379.4	379.4	--	379.4	--

(1) Excludes bus replacement costs.

(2) The full-time positions shown for bus drivers are normally measured by the actual hours driven and can vary year-to-year depending upon the number of trips, length of each trip and the programs to be supported.

General Note: The "Baseline" budget is that which produces the previous year's level of services.



Program And Services Overview And Analysis

PROGRAM TITLE: REGULAR PUPIL TRANSPORTATION (continued)

	<u>FY-85 Actual</u>	<u>FY-86 Authorized</u>	<u>FY-87 Baseline Budget Baseline Amount</u>	<u>Change From FY-86 Auth.</u>	<u>FY-87 Requested Budget Requested Amount</u>	<u>Amount of Improvement</u>
EXPENDITURES:						
Salaries and Wages:						
Full-Time	\$ 6,020,733	\$ 6,325,407	\$ 7,108,471	\$ 783,064	\$ 7,108,471	\$ --
Part-Time	641,205	678,188	689,421	11,233	689,421	--
Total Salaries and Wages	\$ 6,661,938	\$ 7,003,595	\$ 7,797,892	\$ 794,297	\$ 7,797,892	\$ --
Contracts:						
Medical Fees	\$ 18,400	\$ 27,330	\$ 27,330	\$ --	\$ 27,330	\$ --
Vehicle Rental	64,609	74,201	70,031	-4,170	70,031	--
Vehicle Maint.	3,752,623	4,204,881	4,432,000	227,119	4,432,000	--
Total Contracts	\$ 3,835,632	\$ 4,306,412	\$ 4,529,361	\$ 222,949	\$ 4,529,361	\$ --
Supplies:						
Custodial	\$ 7,383	\$ 8,400	\$ 8,400	\$ --	\$ 8,400	\$ --
Office	1,253	1,204	1,300	96	1,300	--
Safety	814	1,050	1,050	--	1,050	--
Total Supplies	\$ 9,450	\$ 10,654	\$ 10,750	\$ 96	\$ 10,750	\$ --
Other Expense:						
Local Travel	\$ 2,110	\$ 2,622	\$ 2,622	\$ --	\$ 2,622	\$ --
Conference Travel	--	80	--	-80	--	--
Total Other Expense	\$ 2,110	\$ 2,702	\$ 2,622	\$ -80	\$ 2,622	\$ --
Equipment:						
Replacement Buses(1)	\$ 1,492,200	\$ 1,179,258	\$ 785,128	\$ -394,130	\$ 785,128	\$ --
Additional	--	4,939	--	-4,939	--	--
Total Equipment	\$ 1,492,200	\$ 1,184,197	\$ 785,128	\$ -399,069	\$ 785,128	\$ --
TOTAL EXPENDITURES	\$ 12,001,330	\$ 12,507,560	\$ 13,125,753	\$ 618,193	\$ 13,125,753	\$ --

ACCOUNT CODE(S): 04-02

(1) Maryland State Law mandates the replacement of school buses after twelve years of operational service. Included here are 23 school buses scheduled for replacement in FY-87.

General Note: The "Baseline" budget is that which produces the previous year's level of services.



Program And Services Overview And Analysis

PROGRAM TITLE: TRANSPORTATION FOR THE HANDICAPPED TO NONPUBLIC SCHOOLS

This program provides reimbursement to parents for the transportation of handicapped students to special nonpublic schools both inside and outside of Prince George's County in accordance with requirements authorized under the Annotated Code of Maryland Public School Laws. Parents contact the Special Education Department of the Prince George's County Public Schools to present the need for their child's attendance in a specific school which has facilities and capabilities for meeting the child's special needs. The request is then forwarded to the Maryland State Board of Education for final approval and, if approved, reimbursement is then made to the respective parents.

<u>OPERATING DATA:</u>	<u>FY-85</u> <u>Actual</u>	<u>FY-86</u> <u>Budget</u>	<u>FY-87</u> <u>Projected</u>
Number of eligible students	59	48	48

	<u>FY-85</u> <u>Actual</u>	<u>FY-86</u> <u>Authorized</u>	<u>FY-87 Baseline Budget</u>		<u>FY-87 Requested Budget</u>	
			<u>Baseline</u> <u>Amount</u>	<u>Change From</u> <u>FY-86 Auth.</u>	<u>Requested</u> <u>Amount</u>	<u>Amount of</u> <u>Improvement</u>
<u>EXPENDITURES:</u>						
Contracts	\$ 60,553	\$ 72,784	\$ 55,000	\$ -17,784	\$ 55,000	\$ --
TOTAL EXPENDITURES	\$ 60,553	\$ 72,784	\$ 55,000	\$ -17,784	\$ 55,000	\$ --

ACCOUNT CODE(S): 04-03

General Note: The "Baseline" budget is that which produces the previous year's level of services.



Program And Services Overview And Analysis

PROGRAM TITLE: SPECIAL EDUCATION - SCHOOL BUS TRANSPORTATION PROGRAM

PROGRAM DESCRIPTION:

This program provides the school buses and operating personnel necessary to transport handicapped students to and from school who are normally enrolled in the special education public school programs. This includes the transportation needs of those students assigned predominately to our Special Education Centers, including Cheltenham, Baltimore, Columbia and Frederick schools for the blind and deaf, and certain nonpublic schools for the handicapped where public school bus transportation is both more efficient and practical than reimbursing parents.

OPERATING DATA:

	<u>FY-85 Actual</u>	<u>FY-86 Budget</u>	<u>FY-87 Projected</u>
<u>School Bus Statistics</u>			
Total Miles Traveled	3,256,189	3,256,189	3,256,189
Miles Per Day	18,089	18,089	18,089

Students Transported

Students Transported	2,711	2,790	2,820
Cost per Student Transported(1)	\$1,835	\$1,897	\$1,994

	<u>FY-85 Actual</u>	<u>FY-86 Authorized</u>	<u>FY-87 Baseline Budget Baseline Amount</u>	<u>Change From FY-86 Auth.</u>	<u>FY-87 Requested Budget Requested Amount</u>	<u>Amount of Improvement</u>
<u>STAFFING:</u>						
Bus Drivers(2)	154.0	154.0	154.0	--	154.0	--
Bus Aides(2)	132.0	132.0	132.0	--	132.0	--
TOTAL STAFFING	286.0	286.0	286.0	--	286.0	--

(1) Excludes replacement bus costs.

(2) The full-time positions are measured by the actual hours driven and can vary from year-to-year depending upon the number of trips, length of time, number of students to be transported and the programs to be supported.

General Note: The "Baseline" budget is that which produces the previous year's level of services.



Program And Services Overview And Analysis

PROGRAM TITLE: SPECIAL EDUCATION - SCHOOL BUS TRANSPORTATION PROGRAM (continued)

	<u>FY-85 Actual</u>	<u>FY-86 Authorized</u>	<u>FY-87 Baseline Budget Baseline Amount</u>	<u>Change From FY-86 Auth.</u>	<u>FY-87 Requested Budget Requested Amount</u>	<u>Amount of Improvement</u>
<u>EXPENDITURES:</u>						
<u>Salaries and Wages:</u>						
<u>Full-Time</u>	\$ 3,757,223	\$ 4,054,943	\$ 4,350,115	\$ 295,172	\$ 4,350,115	\$ --
<u>Contracts:</u>						
<u>Vehicle Maint.</u>	\$ 1,217,783	\$ 1,239,297	\$ 1,273,000	\$ 33,703	\$ 1,273,000	\$ --
<u>Equipment:</u>						
<u>Replacement Buses(1)</u>	\$ 1,122,982	\$ 35,358	\$ 361,931	\$ 326,573	\$ 361,931	\$ --
<u>Additional Buses(2)</u>					464,170	464,170
<u>Total Equipment</u>	\$ 1,122,982	\$ 35,358	\$ 361,931	\$ 326,573	\$ 826,101	\$ 464,170
<u>TOTAL EXPENDITURES</u>	\$ 6,097,988	\$ 5,329,598	\$ 5,985,046	\$ 655,448	\$ 6,449,216	\$ 464,170

ACCOUNT CODE(S): 04-16

(1) Maryland State law mandates the replacement of school buses after twelve years of service. Twelve buses will be replaced.

(2) Fifteen additional buses are requested in FY-87 - 5 elevator equipped and 10-36 passenger models. The reasons are: (1) Special Education student ridership has risen 12% in the past three years, and, (2) Nonpublic school ridership has increased from 5 to 95 students to 18 locations throughout the metropolitan area.

General Note: The "Baseline" budget is that which produces the previous year's level of services.

BOARD OF EDUCATION OF GARRETT COUNTY

40 South Fourth Street
P. O. Box 313
Oakland, Maryland 21550

Office of the Superintendent

March 25, 1986

(301) 334-8121

Dr. Jean R. Hebeler
Department of Special Education
University of Maryland
College Park, Maryland 20742

Dear Dr. Hebeler:

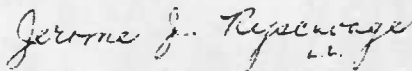
I am writing this letter to you as Chairperson of the Task Force to Study the Funding of Special Education.

The essence of my remarks is contained in a memo which our Director of Pupil Services directed to me recently. Unless the situation is somewhat different from that which Mr. Coviello describes, I believe that we would want you to consider Mr. Coviello's remarks as you go about further work in this area.

We appreciate the work that your task force has done in developing a sound approach to funding students traveling from one county to another. However, we believe that this concern bears your serious consideration.

Thank you for your continued assistance in this regard.

Very respectfully,


Jerome J. Ryscavage
Superintendent of Schools


JJR:11

Attachment

cc: Mr. Coviello

GARRETT COUNTY BOARD OF EDUCATION
Oakland, Maryland

March 17, 1986

To: Dr. Jerome Ryscavage, Superintendent of Schools
From: Albert A. Coviello, Director of Pupil Services 
Subject: Task Force On the Funding of Special Education

I would like to offer the following points in regard to the above topic on the chance that the issue may again come up in a Superintendent's meeting.

I see several things wrong with the approach which is being taken in regards to students who move from one county to another. The first problem is that the State is looking only at funding mechanisms and not looking at the entire placement process. I have no problems with any of the funding mechanisms which have been suggested. The State will say that they are working on the placement process and that a number of counties do have interagency committees which meet prior to placement. However, these committees do not exist in every county and while they are scheduled to be phased in across the state, they're only concerned with Level VI placements. None of the placements into our county would be Level VI. If a county wanted to avoid this interagency placement committee, they could simply "ship" the student off to a Level IV or V placement.

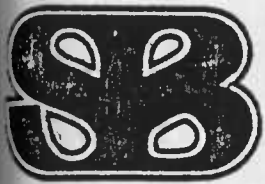
The State must come up with a procedure that requires any agency, whether it be education, Juvenile Services or Social Services, to insure that the students have an appropriate educational program available to him/her prior to placement. The burden should not be placed upon a receiving county to create special programs for students from another county. In addition to having to create programs, it also places another burden on the receiving county. That burden would be to prove that they do not have an appropriate program or to both fight and pay for any legal or non-legal hearings required by law. As Mr. Jerry White, Special Education Division, Maryland State Department of Education bluntly puts it, the cost of a hearing for even a non-resident student will be borne by the county in which the student is placed. What this boils down to is simply if any agency places a student in a group home in Garrett County and we don't have an appropriate program for that student, we must either create one or open ourselves to the hearing process. If we open ourselves to the hearing process, we must pay all expenses involved as well as do all of the work to prepare for such a hearing. Of course, it doesn't necessarily stop there as you are well aware. Any decision can be appealed to a State hearing or be taken directly to court.

It would appear to be both more expeditious and economical for a system and more expeditious and appropriate to a student that no student be placed outside of his/her county of residence until the availability of an appropriate educational program is certain.

Dr. Jerome Ryscavage
March 17, 1986
Page 2

At a minimum, if the State is not willing to accept the above recommendations/criticisms, it should at least require that sending counties bear the total expenses including direct and indirect costs of hearings for their students. This would achieve two goals. First, it would offer incentives for sending counties to do away with the old adage, "Out of sight, out of mind". Second, it would remove some of the burden from the receiving counties.

AAC:le



the spina bifida association of maryland, inc.

226 Northway Road
Reisterstown, Md. 21136
Phone: 301-833-1224

March 10, 1986

Dear Ms. Hebeler:

You asked this organization to comment on the State's delivery of special education services. Overall, we are satisfied with the system now in place. We have two areas of concern: Transportation and achievement or IQ testing. We also would like to offer a suggestion regarding improved parent training.

Transportation

In many cases, disabled children routinely have been released up to one-half hour early from school in order to accommodate the school system's bus schedule. In other cases, children arrive late in the morning, every morning. We see no reason for children to miss any school time because of transportation schedules. When parents firmly requested a better schedule, the school always found a satisfactory solution. We presume that this is still a problem for the families who do not know that they have a right to a better schedule.

In a related transportation issue, we find that children in wheelchairs are often excluded from field trips because no provision was made by the school to obtain a lift bus for the child. While field trips are not everyday events, you do have to admit that the child in a wheelchair is missing an educational experience afforded the able-bodied children in the same class. This problem exists only for the handicapped children who have been mainstreamed; children in special education receive the proper transportation to their field trips.

Achievement or IQ Testing

As an organization of parents, we are unanimous in our belief that children with Spina Bifida receive test scores in achievement tests and IQ tests which are lower than the children's true ability. We are not certain of the reason. Part of it is the child's inability to concentrate fully for the entire test period. Another part is the child's lack of fine motor control which prevents him or her from completing all the questions in time. There are, of course, other



the spina bifida association of maryland, inc.

226 Northway Road
Reisterstown, Md. 21136
Phone: 301-833-1224

possibilities. The point is that the Maryland school system has done nothing to correct or even diagnose the problem. We know of no effort being made to find a way to measure the true ability of children with Spina Bifida. In addition, nothing is being done to investigate the very likely presence of learning disabilities in our children. We know that most children with Spina Bifida score poorly in math. But we do not know why, and we think this is an area where the State should begin to investigate. Throughout the country, parents of children with Spina Bifida are becoming aware of the inadequacy of the existing testing processes. Maryland needs to begin studying this key issue.

Suggestion

Finally, we would like to offer a suggestion which is technically not related to an assessment of your current delivery of services. We suggest that the school system do more to educate parents in parents' rights. The parents who are actively involved in the Spina Bifida Association usually know and stand up for their rights. But how many parents are there out there who are on their own? We suspect that many families are not getting all that they are entitled to simply because they do not know their rights. It would help these families if you did a bit more to tell them what their rights are.

In conclusion, we think the school system is performing well. Our areas of concern are transportation and achievement or IQ testing.

Respectfully,

Dan Palich
Council Member

BILL THAT PASSED

HB 482 E (Administration)

Public Education - State Aid

HB 482 increases State aid to the local school systems by increasing the basic current expense amount that the State shares with the local governments.

Fiscal Year	Current Law	HB 482
1987	\$1610	\$1651
1988	\$1776	\$1817
1989	\$1947	\$1988

As a result, HB 482 provides for an increase in spending for current expense and compensatory education over what current law would have provided. Under current law in fiscal year 1987 the State would have spent \$577,506,513, under HB 482 the State will spend \$591,672,221. This is an increase of \$14,165,708.

HB 482 also establishes a funding mechanism for children in out-of-county living arrangements. The sending county will pay to the receiving county the sending county's local share of basic current expenses or the receiving county's local share whichever is less. If the receiving county's local share is higher than the State will pay the difference. For children in special education level 4 or 5 the sending county sends 3 times the local current expense per student or 3 times the local current expense per student in the receiving county whichever is less. If 3 times the local current expense is higher in the receiving county than the State will pay the difference. For fiscal year 1987 only, the State reimbursements under this section are limited to the funds provided in the State budget for this purpose (\$500,000).

Further, HB 482 provides that if the State share of basic current expenses, for any county is less than the product of \$60 and the county's full-time equivalent enrollment than the State share shall be the product of \$60 and the county's full-time equivalent enrollment. This bill also increases the amount that local school systems are required to set aside for vocational and technical education programs from \$2.9 million to \$3.9 million.

Signed/Chp. # ____ or Vetoed ____

"SIGNIFICANT BILLS THAT FAILED"

SB 638 (Baltimore City Administration)
HB 1201 (Baltimore City Administration)

Special Education Programs - Required State Funding

SB 638 and HB 1201 increased the State contribution to special education programs from \$70 million to \$100 million. .

We recommended that the General Assembly wait for the recommendations of the Governor's Task Force on the Funding of Special Education before making any changes in funding for special education.



TALBOT COUNTY PUBLIC SCHOOLS

P. O. Box 1029
EASTON, MARYLAND 21601
Phone: 822-0330 (Area Code 301)

NORMAN J. MOORE
SUPERINTENDENT OF SCHOOLS

April 14, 1986

PRESIDENT
RICHARD W. DASPIT
TRAPPE, MD 21673

VICE-PRESIDENT
MRS. JANE B. LOWE
WITTMAN, MD 21678

A. E. PETE CORBIN
EASTON, MD 21601

MRS. GLORIA E. ETHELTON
ST. MICHAELS, MD 21663

MISS KATHLEEN A. FRANCIS
EASTON, MD 21601

MRS. LAURA S. HARRISON
EASTON, MD 21601

G ALLEN WHITELEY
EASTON, MD 21601

Dr. Jean Hebel, Chairperson
Task Force to Study the Funding of
Special Education
Department of Special Education
University of Maryland
College Park, Maryland 20742

Dear Dr. Hebel:

At the State Superintendent's Meeting on April 4, 1986, Martha Fields handed all Superintendents copies of the attached materials.

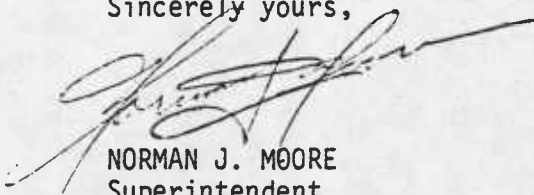
In the ensuing discussion, many Superintendents expressed concern over the interpretations and possible implications pertinent to the materials being discussed.

Mr. William Cotten of Dorchester County and Mrs. Alice Pinderhughes of Baltimore City volunteered to speak to our Task Force on behalf of the Superintendents so that all may be made aware of the very real concern in this area.

May we request that these two Superintendents be invited to the next meeting of the Task Force to address this issue.

Thank you for your consideration and cooperation.

Sincerely yours,


NORMAN J. MOORE
Superintendent

NJM/bg
cc: Claud Kitchens
Alice Pinderhughes
William Cotten
Martha Fields



HARRY HUGHES
GOVERNOR

STATE OF MARYLAND
EXECUTIVE DEPARTMENT

ANNAPOLIS, MARYLAND 21404

February 13, 1986

*Received
State Sup. Mtg.
4-4-86
H. Hughes*

Dr. Jean Hebel
Chairperson
Task Force to Study the Funding
of Special Education
Department of Special Education
University of Maryland
College Park, Maryland 20742

Dear Dr. Hebel:

In the preparation of the Fiscal Year 1987 budget, as we were reviewing the program for handicapped children in non-public placements funded within and approved by the State Department of Education, I became concerned that the administrative procedures currently used by the Department of Education to determine "basic cost" as defined in the Education Article 8-417.1 (b) may not be in strict compliance with the legal definition and as a result may be placing a disproportionate share of cost on the State.

Accordingly, I have approved funding for this program in Fiscal Year 1987 at about the same level as Fiscal Year 1986 pending a review and recommendation by your Task Force on this issue. I should appreciate your advice on this as quickly as you can fit it into your work plan, but should hope to know your thoughts by May. At that time I will be beginning preliminary planning for the next State budget. Mr. David Ricker, the budget analyst for the Department of Education, is also a member of your Task Force and can provide further details as needed.

Thank you for your help. I look forward to your recommendations.

Sincerely,
Harry Hughes
Governor

Received
State Supt. 14th
4-4-86
H. H. H.

EDUCATION ARTICLE 8-417.1

§ 8-417.1. Definitions.

(a) *In general.* — In §§ 8-417.1 through 8-417.6 of this subtitle, the following words have the meanings indicated.

(b) *Basic cost.* — (1) "Basic cost," as to each county, means the average amount spent by the county from county, State, and federal sources for the public education of a nonhandicapped child.

(2) "Basic cost" does not include amounts specifically allocated and spent for identifiable compensatory programs for disadvantaged children.

(c) *County board.* — "County board," if appropriate, includes the Mayor and City Council of Baltimore City.

(d) *Excess cost.* — (1) "Excess cost" means the cost of providing special educational services under §§ 8-401 through 8-409 of this subtitle in excess of the basic cost.

(2) "Excess cost" does not include:

(i) Federal funds received or receivable by the State or the counties under any federal program that is specifically designed to assist in the financing of special educational programs or services; and

(ii) The cost of placing children in nonpublic educational programs as provided in § 8-409 of this subtitle.

(e) *Students enrolled.* — (1) "Students enrolled" means all students who are enrolled in grades kindergarten through 12 or their equivalent in regular day school programs.

(2) "Students enrolled" in Baltimore County includes the students in the Lida Lee Tail School of Towson State University.

(f) *Wealth.* — "Wealth," as to each county, means the respective wealth used in the annual calculation of the State share of basic current expenses as determined under § 5-202 of this article. (An. Code 1957, art. 77, § 106G-2; 1978, ch. 22, § 2.)

Maryland Law Review. — For article, "Maryland's Exchangeable Children: A Critique of Maryland's System of Providing Services to Mentally Handicapped Children," 12 Md. L. Rev. 823 (1983).

University of Baltimore Law Review. — For article, "Recent Changes in the Law Affecting Educational Hearing Procedures for Handicapped Children," see 7 U. Balt. L. Rev. 41 (1977).

Received
State Supt. Mtg.
#-#-86
H. H. H.

Local Contribution Calculation

Nonpublic School Placements

The local Contribution per placement in the case of FY 1987 is calculated by first calculating the local basic cost per pupil for FY 1983 and FY 1985. This is done by taking the costs of regular education as submitted by each local and dividing that by the full-time equivalent enrollment figure for regular education also submitted by each local. This creates the local basic cost per pupil for that year for the LEA. The percentage change between the FY 1983 and FY 1985 local basic cost per pupil is then calculated. This percentage is then applied against the FY 1985 local basic cost per pupil to arrive at the projected FY 1987 local basic cost per pupil. From the projected FY 1987 local cost per pupil is subtracted the State Aid Cost per Pupil for Current Expense for FY 1987 to arrive at the first 100% contribution. The first 100% contribution is then added to two times the projected FY 1987 local cost per pupil to arrive at the 300% local contribution.

Nonpublic Tuition Assistance Program
Fiscal Impact on State Funds Under New Method
FY 1987 Local Contribution

*Received
State Sept. Mtg.
4-4-86
H. Moore*

LEA	1986 (Old) Local Contribution	----- 1987 -----		Increase Under New Method	Placements with State (2) Contribution	Total Reduction of State Funds
		Local Contribution Old Method	New Method			
Anne Arundel	7,590	8,063	8,663	600	63	37,800
Baltimore City	4,824	6,348	6,690	342	498	170,316
Baltimore Co.	10,032	10,976	11,455	479	107	51,253
Montgomery	11,325	11,445	12,205	760	124	94,140
Prince George's	6,594	6,707	7,370	663	108	71,604
Talbot	7,890	7,729	8,497	768	6	46,08
Washington	7,169	7,550	8,019	469	13	60,97

Notes:

- (1) New Method includes "Food" and "Transportation" services.
- (2) Latest year end information on placements is available for FY 1985.

HOUSE BILL No. 482
(61r1943)

F1

Introduced by The Speaker (Administration)

RECEIVED

Read and Examined by Proofreader:

APR 15 1986

Proofreader.

**DIVISION OF
SPECIAL EDUCATION**

Proofreader.

Sealed with the Great Seal and presented to the Governor,
for his approval this _____ day of _____
at _____ o'clock, _____ M.

Speaker.

CHAPTER _____

1 AN ACT concerning

2 Public Education - State Aid

3 FOR the purpose of establishing a process for funding the
4 education of certain children placed in out-of-county living
5 arrangements, defining certain terms, providing an appeal
6 process, authorizing the State Superintendent of Schools to
7 determine financial responsibility of counties for certain
8 expenses, authorizing deductions from certain funds for
9 certain purposes, authorizing the State Superintendent of
10 Schools to receive and disburse funds for computing the
11 average expense funding level required for each county
12 to provide an appropriate education for a certain
13 number of students, as they may be determined by the
14 State Superintendent of Schools, and to provide for the
15 payment of certain costs for certain students, and to
16 provide for adjusting the course of certain out-of-county
17 living arrangements, requiring the State to pay certain
18 costs to local educator agencies for certain educational
19 services for students in out-of-county living arrangements.

EXPLANATION: CAPITALS INDICATE MATTER ADDED TO EXISTING LAW.
[Brackets] indicate matter deleted from existing law.
Underlining indicates amendments to bill.
Strike-out indicates matter stricken from the bill by
amendment or deleted from the law by amendment.
Script denotes opposite chamber/conference committee
amendments.

HOUSE BILL No. 482

1 making--out-of-state-agencies-that-place-children-in-certain
2 facilities-in-the-State--liable--for--certain--educational
3 costs;--requiring--the--State--Board--to--adopt--certain
4 regulations-to-implement-this-Act;--increasing-the-amount--of
5 funds-set-aside-for-vocational-technical-education-programs;
6 altering--the--amount--of--funds--that--may--be--expended--for
7 certain-dedicated-compensatory-programs-in-a-certain-county;
8 and-generally-relating-to-State-aid-for-public-education;

9 FOR the purpose of establishing a process for funding the
10 education of certain children placed in out-of-county living
11 arrangements; defining certain terms; providing an appeals
12 process; authorizing the State Superintendent of Schools to
13 determine financial responsibility of counties for certain
14 payments; authorizing deductions from certain funds under
15 certain circumstances; authorizing the adoption of certain
16 regulations; altering the basis for computing the basic
17 current expense funding level; increasing the amount of
18 funds set aside for vocational-technical education programs;
19 altering the amount of funds that must be expended for
20 certain dedicated compensatory programs in a certain county;
21 altering the method of calculating basic current expenses
22 for certain purposes; and generally relating to State aid
23 for public education.

24 BY adding to

25 Article - Education
26 Section 4-120.1
27 Annotated Code of Maryland
28 (1985 Replacement Volume and 1985 Supplement)

29 BY repealing and reenacting, with amendments,

30 Article - Education
31 Section 5-292~~(b)(2)(i)~~ ~~(e)(2)~~ 5-292(b)(2)(i) and (f)
32 and (f)
33 Annotated Code of Maryland
34 (1985 Replacement Volume and 1985 Supplement)

35 SECTION 1. BE IT ENACTED BY THE GENERAL ASSEMBLY OF
36 MARYLAND, That the Laws of Maryland read as follows:

37 Article - Education

38 4-120.1-

39 (A)-(i)-IN-THIS-SECTION, THE FOLLOWING WORDS SHALL HAVE THE
40 MEANINGS INDICATED,

41 (2)-"LOCAL-CURRENT-EXPENSE--PER--STUDENT"--MEANS--ALL
42 EXPENDITURES--MADE-BY-A-COUNTY-FROM-COUNTY-APPROPRIATIONS, EXCEPT
43 STATE, FEDERAL, AND OTHER AID, FOR PUBLIC ELEMENTARY AND
44 SECONDARY EDUCATION--IN--THE--PRIOR--FISCAL-YEAR, DIVIDED BY THE

APR 21 1986

DIVISION OF
SPECIAL EDUCATION

(3)---(4)---IF--A--CHILD--IN--AN--OUT-OF-COUNTY---LIVING
ARRANGEMENT--IS--DETERMINED--TO--BE--HANDICAPPED-AND-IN-NEED-OF-A
NONPUBLIC-SCHOOL-PROGRAM-BY-THE-SERVICE-PROVIDING-LOCAL-EDUCATION
AGENCY--IN-ACCORDANCE-WITH-SECTION--8-409--OF--THIS--ARTICLE--THE
LOCAL--EDUCATION-AGENCY-FOR-THE-CHILD'S-HOME-COUNTY-SHALL-PAY-FOR
EACH-CHILD-THE-AMOUNT-SET-FORTH-IN-SECTION-8-417.3(D)---OF--THIS
ARTICLE.

(5)---AN--OUT-OF-STATE-AGENCY-THAT-PLACES-A-CHILD-IN-A-FOSTER
CARE-HOME-OR-RESIDENTIAL-FACILITY-IN-MARYLAND-SHALL-BE-LIABLE-FOR
THE-COST-OF-THE-CHILD'S-EDUCATION--INCLUDING-TRANSPORTATION.

(6)---THE-STATE-BOARD-OF-EDUCATION--SHALL--ADOPT--REGULATIONS
NECESSARY-TO-IMPLEMENT-THIS-SECTION.

4-120.1.

(A) (I) IN THIS SECTION, THE FOLLOWING WORDS SHALL HAVE THE
MEANINGS INDICATED.

(2) "LOCAL CURRENT EXPENSE PER STUDENT" MEANS ALL
EXPENDITURES MADE BY A COUNTY FROM COUNTY APPROPRIATIONS, EXCEPT
STATE, FEDERAL, AND OTHER AID, FOR PUBLIC ELEMENTARY AND
SECONDARY EDUCATION IN THE PRIOR FISCAL YEAR, DIVIDED BY THE
FULL-TIME EQUIVALENT ENROLLMENT, AS DEFINED IN § 5-202.1A, OF THIS
ARTICLE.

(3) "CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT"
MEANS A CHILD WHO IS PLACED BY A STATE AGENCY, A LICENSED CHILD
PLACEMENT AGENCY AS PROVIDED BY § 5-202.7 OF THE FAMILY LAW
ARTICLE, OR A COURT IN A COUNTY OTHER THAN WHERE THE CHILD'S
PARENT OR LEGAL GUARDIAN RESIDES, CHILD IN AN OUT-OF-COUNTY
LIVING ARRANGEMENT DOES NOT INCLUDE A CHILD WHO IS
RELATIVELY TEMPORARILY PLACED WITH A PERSON EXERCISING TEMPORARY CARE
CUSTODY OR CONTROL OVER A CHILD AT THE REQUEST OF A PARENT OR
GUARDIAN OF THE CHILD.

(4) "SERVICE PROVIDING LOCAL EDUCATION AGENCY" MEANS
THE LOCAL EDUCATION AGENCY FOR THE COUNTY WHERE A CHILD IN AN
OUT-OF-COUNTY LIVING ARRANGEMENT IS PLACED.

(5) "FINANCIALLY RESPONSIBLE COUNTY" MEANS THE COUNTY
WHERE THE PARENT OR LEGAL GUARDIAN OF A CHILD IN AN OUT-OF-COUNTY
LIVING ARRANGEMENT RESIDES. IF THE PARENTS OF THE CHILD LIVE
APART, THE FINANCIALLY RESPONSIBLE COUNTY IS:

(I) THE COUNTY WHERE THE PARENT WHO HAS BEEN
AWARDED CUSTODY OF THE CHILD RESIDES;

(II) IF CUSTODY HAS NOT BEEN AWARDED, THE
COUNTY WHERE THE PARENT WITH WHOM THE CHILD LIVES WHEN NOT IN A
FOSTER CARE HOME OR RESIDENTIAL FACILITY RESIDES;

(III) IF CUSTODY HAS BEEN AWARDED TO BOTH
PARENTS AND THE PARENTS RESIDE IN DIFFERENT COUNTIES, BOTH
COUNTIES SHALL BE CONSIDERED FINANCIALLY RESPONSIBLE AND SHALL

1 PAY ONE-HALF THE AMOUNT AS COMPUTED IN ACCORDANCE WITH SUBSECTION
2 (C) OF THIS SECTION, EXCEPT THAT IF THE CHILD RECEIVES A PUBLIC
3 EDUCATION IN A COUNTY WHERE A PARENT RESIDES, THIS SUBPARAGRAPH
4 SHALL NOT APPLY; OR

5 (IV) IF CUSTODY HAS BEEN AWARDED TO BOTH
6 PARENTS AND ONE PARENT RESIDES IN A COUNTY AND THE OTHER RESIDES
7 OUT-OF-STATE, THE COUNTY SHALL BE CONSIDERED THE FINANCIALLY
8 RESPONSIBLE COUNTY.

9 (B) (1) A CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT
10 SHALL RECEIVE AN APPROPRIATE EDUCATION FROM THE SERVICE PROVIDING
11 LOCAL EDUCATION AGENCY.

12 (2) THE SERVICE PROVIDING LOCAL EDUCATION AGENCY
13 SHALL INCLUDE A CHILD ENROLLED AS THE RESULT OF AN OUT-OF-COUNTY
14 LIVING ARRANGEMENT IN THEIR FULL-TIME EQUIVALENT ENROLLMENT AS
15 PROVIDED BY § 5-202(A)(7) OF THIS ARTICLE.

16 (C) (1) EXCEPT AS PROVIDED IN PARAGRAPH (4) OF THIS
17 SUBSECTION, FOR EACH CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT
18 ENROLLED IN A PUBLIC SCHOOL PROGRAM ON SEPTEMBER 30, THE
19 FINANCIALLY RESPONSIBLE COUNTY SHALL PAY THE SERVICE PROVIDING
20 LOCAL EDUCATION AGENCY AN AMOUNT EQUAL TO THE LESSER OF:

21 (I) THE LOCAL CURRENT EXPENSE PER STUDENT IN
22 THE FINANCIALLY RESPONSIBLE COUNTY; OR

23 (II) THE LOCAL CURRENT EXPENSE PER STUDENT IN
24 THE SERVICE PROVIDING LOCAL EDUCATION AGENCY.

25 (2) IF THE SERVICE PROVIDING LOCAL EDUCATION AGENCY
26 DETERMINES THAT A CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT IS
27 HANDICAPPED AND NEEDS A PUBLIC SCHOOL LEVEL IV OR V SPECIAL
28 EDUCATION PROGRAM, THE FINANCIALLY RESPONSIBLE COUNTY SHALL PAY
29 THE SERVICE PROVIDING LOCAL EDUCATION AGENCY FOR EACH SUCH CHILD
30 AN AMOUNT EQUAL TO THE LESSER OF:

31 (I) THREE TIMES THE LOCAL CURRENT EXPENSE PER
32 STUDENT IN THE FINANCIALLY RESPONSIBLE COUNTY; OR

33 (II) THREE TIMES THE LOCAL CURRENT EXPENSE PER
34 STUDENT IN THE SERVICE PROVIDING LOCAL EDUCATION AGENCY.

35 (3) (I) IF THE LOCAL CURRENT EXPENSE PER STUDENT IN
36 THE FINANCIALLY RESPONSIBLE COUNTY IS LESS THAN THE LOCAL CURRENT
37 EXPENSE PER STUDENT IN THE SERVICE PROVIDING LOCAL EDUCATION
38 AGENCY, THE STATE SHALL PAY TO THE SERVICE PROVIDING LOCAL
39 EDUCATION AGENCY THE DIFFERENCE FOR EACH STUDENT IN AN
40 OUT-OF-COUNTY LIVING ARRANGEMENT WHO ATTENDS A PUBLIC SCHOOL IN
41 THE SERVICE PROVIDING LOCAL EDUCATION AGENCY.

42 (II) THE NECESSARY FUNDS SHALL BE PROVIDED IN
43 THE APPROPRIATION TO THE STATE BOARD.

1 (4) IF THE SERVICE PROVIDING LOCAL EDUCATION AGENCY
2 DETERMINES THAT A CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT IS
3 HANDICAPPED AND NEEDS A NONPUBLIC EDUCATIONAL PROGRAM AS PROVIDED
4 BY § 8-409 OF THIS ARTICLE, THE FINANCIALLY RESPONSIBLE COUNTY
5 SHALL PAY FOR EACH SUCH CHILD THE AMOUNT PROVIDED BY §
6 8-417.3(D)(1) OF THIS ARTICLE.

7 (D) (1) EACH SERVICE PROVIDING LOCAL EDUCATION AGENCY SHALL
8 NOTIFY THE STATE SUPERINTENDENT OF THE NAME OF EACH CHILD IN AN
9 OUT-OF-COUNTY LIVING ARRANGEMENT AS OF SEPTEMBER 30 OF EACH YEAR
10 AND MAKE A PRELIMINARY DETERMINATION OF THE FINANCIALLY
11 RESPONSIBLE COUNTY FOR EACH CHILD. THE SERVICE PROVIDING LOCAL
12 EDUCATION AGENCY SHALL SEND A COPY OF THIS NOTICE TO THE
13 FINANCIALLY RESPONSIBLE COUNTY BY OCTOBER 30, AND AT THE SAME
14 TIME SHALL SEND THE NOTICE TO THE STATE SUPERINTENDENT.

15 (2) THE COUNTY WHICH WAS INITIALLY DETERMINED TO BE
16 FINANCIALLY RESPONSIBLE MAY APPEAL THAT DETERMINATION TO THE
17 STATE SUPERINTENDENT WITHIN 30 DAYS OF THE DATE ON WHICH THE
18 NOTICE WAS MAILED.

19 (3) THE STATE SUPERINTENDENT SHALL DECIDE ALL APPEALS
20 WHICH ARE MADE UNDER PARAGRAPH (2) OF THIS SUBSECTION, AND MAKE A
21 FINAL DETERMINATION REGARDING THE FINANCIALLY RESPONSIBLE COUNTY
22 FOR EACH CHILD IN AN OUT-OF-COUNTY LIVING ARRANGEMENT.

23 (4) BY JANUARY 15 OF EACH YEAR EACH COUNTY BOARD
24 SHALL PROVIDE THE STATE SUPERINTENDENT THE DATA NECESSARY TO
25 COMPUTE THE LOCAL CURRENT EXPENSE PER STUDENT UNDER THIS SECTION.

26 (5) IF BY MAY 15 A FINANCIALLY RESPONSIBLE COUNTY
27 FAILS TO MAKE THE REQUIRED PAYMENT TO A SERVICE PROVIDING LOCAL
28 EDUCATION AGENCY, THE STATE SUPERINTENDENT SHALL DEDUCT FROM THE
29 NEXT PAYMENT OF STATE AID TO THE FINANCIALLY RESPONSIBLE COUNTY
30 AN AMOUNT EQUAL TO THE AMOUNT DUE UNDER THIS PARAGRAPH AND SHALL
31 PAY THOSE FUNDS TO THE SERVICE PROVIDING LOCAL EDUCATION AGENCY.

32 (E) OUT-OF-STATE AGENCIES THAT PLACE A CHILD IN A FOSTER
33 CARE HOME OR RESIDENTIAL FACILITY IN MARYLAND SHALL BE LIABLE FOR
34 THE COSTS OF SUCH CHILD'S EDUCATION, INCLUDING TRANSPORTATION.

35 (F) THE STATE BOARD MAY ADOPT REGULATIONS WHICH IMPLEMENT
36 THIS SECTION.

37 5-202.

38 (b) (2) (i) [Beginning in fiscal year 1985 the] THE State
39 shall share in an expenditure for basic current expenses equal to
40 the product of the full-time equivalent enrollment and the
41 following amounts:

42 1. \$1,286 for fiscal year 1985;

43 2. \$1,449 for fiscal year 1986;

44 3. [\$1,610] \$1,651 for fiscal year 1987.

1 4. [\$1,776] \$1,817 for fiscal year 1988;

2 and

3 5. [\$1,947] \$1,988 for fiscal year 1989.

4 (5) [The] (1) EXCEPT AS PROVIDED IN SUBPARAGRAPH
 5 (III) OF THIS PARAGRAPH, THE State share of basic current expenses
 6 for each county is the difference between the county share
 7 calculated under paragraph (3) of this subsection and the basic
 8 current expense to be shared, as indicated in paragraph (2) of
 9 this subsection.

10 (III) IF THE STATE SHARE OF BASIC CURRENT
 11 EXPENSES, AS CALCULATED UNDER SUBPARAGRAPH (I) OF THIS PARAGRAPH,
 12 IS LESS THAN THE PRODUCT OF \$60 AND THE COUNTY'S FULL-TIME
 13 EQUIVALENT ENROLLMENT, THE STATE SHARE OF BASIC CURRENT EXPENSES
 14 FOR THE COUNTY SHALL BE THE PRODUCT OF \$60 AND THE COUNTY'S
 15 FULL-TIME EQUIVALENT ENROLLMENT.

16 (b)-(2)-(1)--Beginning in fiscal year 1985 the--THE--State
 17 shall share in an expenditure for basic current expenses equal to
 18 the--product--of--the--full-time--equivalent--enrollment--and--the
 19 following amounts:

20 1--\$1,286--for--fiscal--year--1985,

21 2--\$1,449--for--fiscal--year--1986,

22 3--[\$1,610]--\$1,651--for--fiscal--year--1987,

23 4--[\$1,776]--\$1,817--for--fiscal--year--1988,

24 and

25 5--[\$1,947]--\$1,988--for--fiscal--year--1989.

26 (e) (3) The compensatory education funds shall be used for
 27 expenses of instruction except that a county must expend no less
 28 than the following amounts to provide dedicated compensatory
 29 programs for children with special education needs that have
 30 resulted from educationally disadvantaged environments:

31 (i) 1. For fiscal year 1985, the product of \$70
 32 multiplied by its Chapter 1 eligible count for the prior fiscal
 33 year; and

34 2. For each fiscal year thereafter, the
 35 sum of:

36 a. The product of \$70 multiplied by its
 37 Chapter 1 eligible count for the prior fiscal year; and

38 b. The product of 25 percent of a
 39 county's increased State aid for the current fiscal year over the
 40 fiscal year 1985 level under this program; and

1 (ii) For a county that has a population density
2 of over 8,000 per square mile as determined by the Department of
3 Health and Mental Hygiene, two-thirds of the [products of \$100
4 and its enrollment] AMOUNT RECEIVED UNDER SUBSECTION (C) OF THIS
5 SECTION.

6 (f) (1) [For fiscal year 1985 and thereafter, an] AN amount
7 as determined in paragraph (2) of this subsection shall ANNUALLY
8 be set aside from the State shares of basic current expense aid
9 to each county; these amounts are to be utilized for
10 vocational-technical education programs in accordance with
11 guidelines adopted by the State Board of Education. These funds
12 shall not be used to supplant local contributions for
13 vocational-technical programs. A county board of education shall
14 maintain its fiscal effort on either a per student basis or on an
15 aggregate basis for vocational education, compared with the
16 amount expended in the previous fiscal year, to be eligible to
17 receive its vocational-technical set-aside from basic current
18 expense aid.

19 (2) The vocational-technical set-asides from basic
20 current expense aid for each subdivision are calculated as
21 follows for each county:

22 (i) The number of full-time equivalent students
23 in grades 10 through 12 enrolled in vocational-technical programs
24 in each county on September 30 of the previous year is divided by
25 the statewide number of full-time equivalent students in grades
26 10 through 12 enrolled in vocational-technical programs on
27 September 30 of the previous school year.

28 (ii) The quotient derived in (i) is multiplied
29 by [\$2.9] \$3.9 million.

30 (iii) As determined under subsection (b) of
31 this section, the State per pupil current expense aid in each
32 county is divided by the statewide average per pupil basic
33 current expense aid to determine an equalizing factor. The
34 equalizing factor for each county is multiplied by the product
35 derived in (ii) to determine the unadjusted set-aside for
36 vocational-technical education.

37 (iv) [\$2.9] \$3.9 million is divided by the sum
38 of the unadjusted set-asides for all counties derived in (iii)
39 and this quotient is rounded to 7 decimal places to determine the
40 adjustment factor.

41 (v) Each county's unadjusted set-aside for
42 vocational-technical education as derived in (iii) is multiplied
43 by the adjustment factor derived in (iv). The resulting product
44 is the set-aside from basic current expense aid for
45 vocational-technical education for the county.

46 SECTION 2. AND BE IT FURTHER ENACTED, That for fiscal year
47 1987 only, the State reimbursement required under § 4-120.1 of

1 the Education Article is limited to the amount of funds provided
2 in the fiscal year 1987 State budget. If the total cost of State
3 reimbursements under § 4-120.1 would exceed the amount budgeted
4 for fiscal year 1987, the State Board of Education shall prorate
5 its reimbursement per student to service providing local
6 education agencies.

7 SECTION 3. AND BE IT FURTHER ENACTED, That this Act shall
8 take effect July 1, 1986.

Approved:

Governor.

Speaker of the House of Delegates.

President of the Senate.

MARYLAND STATE DEPARTMENT OF EDUCATION
300 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2500
13011 650-2409

DATE April 16, 1986

TO: Ms. Ellen Heller

FROM: Martha J. Fields *MJF*

SUBJECT:

In a letter dated February 13, 1986, to Dr. Jean Hebeler, Chairman of the Task Force to Study the Funding of Special Education, Governor Harry Hughes raised a question regarding the Department's method of calculating basic costs as referenced in Article 8-417.1 (b) of the Public School Laws of Maryland. I am enclosing a copy of the Governor's letter for your information.

As you know, the basic cost calculation is used to determine the share of nonpublic tuition costs that is paid by the local school systems. In making the calculation, the Department does not include compensatory educational costs or costs for food services and transportation.

To the best of my knowledge, this method of calculation has been used since FY '77. It is my understanding that the calculation of basic costs pursuant to Article 8-417.1 (b) was patterned after the calculation of basic current expenses pursuant to Section 5.202 A.3.

I would appreciate your review of this matter and a response at your earliest convenience, since school systems usually have been informed by this time of the year of the amount they are to contribute to a non-public school placement.

If you have questions, please call me.

MJF:mw

cc: Dr. Richard M. Petre
Mr. James Raggio
Mr. John Tritt
Mr. David Ricker
✓ Dr. Jean Hebeler

Attachment

DRAFT-

Attachment VII

5-1-86

Task Force on Special Education Funding

Preliminary list of issues/concerns/needs extracted from
testimony/questions/discussion.

1. Population -

Population group needing enhanced/new initiatives:

Medically fragile

Head trauma

Respirator dependent (technologically dependent)

(seriously) Emotionally disturbed

* Juvenile Services
under-identification?

* Vocational rehabilitation
service to clients under c.a. 21

* waiting lists for assessment

* Programs for students who have committed delinquent acts

* Students unidentified or under-identified

2. Program -

- * Alternative programs (options) for deaf students
- * Lack of federal funds for c.a. 0-3
(need to program 0-21)
- * Impact of current funding formula (child count) on
intensity of service provided
- ✓ * Over use of Level I option re teacher load
- * Relationship of student identification and need specified
to availability of programs
- * Transition programs - coordination
funding
- * Impact of new graduation requirements on Special Education
enrollments and nature of programs
- ✓ * Need for alternative programs at H.S. level
- * Impact of handicapped student with mandated program on
total instructional program in corrections
- * Juvenile Services - funding of instructional and related
services
- * Need for application of technology to handicapped
- * Need for community programming
- * Vocational Education Curriculum
- * Program evaluation - pupil follow-up
- ✓ * Over use of Level I
- * Limited number of LEA programs for emotionally disturbed
- * Inappropriate use of home teaching for emotionally
disturbed
- * More comprehensive use of assessment information

3. Coordination

* Units within MSDE and at local level - Special Ed.,
Vocational Ed., Vocational Rehabilitation, Corrections
re: pupil identification/data base
program articulation

* State agencies
MSDE/DHMH

* Assurance of program support for handicapped students
in out of county placements

* Disproportionate funding from various agencies thru S.C.C.

* Need for community services for family/parent of
emotionally disturbed

* Coordination LEA's and Juvenile Services on individual
handicapped students' programs

4. Personnel

- * Available pool of qualified teachers; concern with burn-out
- * Availability of qualified support service personnel, occupational therapists
- * Physical therapists
- * Competence of "regular" classroom teachers to work with mild/moderately handicapped
- * Psychologists frequently only available for testing only. Not time to provide clinical services.

5. Procedural - *PRACTICES*

- * Impact of potential 12% cap on federal funding
- * Impact of point of time child count on reimbursement
- * Students placed in more restrictive placement when less restrictive (but appropriate) not available
- * Problem: Funds follow students rather than up-front funding

6. Transportation

- * Escalating costs
- * Excessive length of route
- * Problems posed by varying disabilities on same bus
- * Shortened school day to accommodate bus schedule
- * Exclusion from field trips of some students

7. Information

* Proportion of handicapped in non-public

non-state subsidized (300%) or
state-subsidized
percent paying tuition

8. Other

- * Excess number of Maryland students in out-of-state non-public placements
- * Funds for testing handicapped students
- * Funding inequity - LEA/LEA

ED W. HORNBECK
DE SUPERINTENDENT



SPECIAL EDUCATION TTY 659-2666*
VOC-REHABILITATION TTY 659-2252*
FOR DEAF ONLY

McL.
Y3.
Ed 2.
12/11/86
5/9/86

MARYLAND STATE DEPARTMENT OF EDUCATION

200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2595
(301) 659- 2489

May 9, 1986

TO: TASK FORCE TO STUDY THE FUNDING OF SPECIAL
EDUCATION

For your information, attached are the proposed minutes of the Task Force to Study the Funding of Special Education for the meeting of May 1, 1986.

The next meeting of the Task Force will be at 9:30 A.M., on May 14, 1986, Calvert Room, State House, Annapolis, Maryland. An agenda of the meeting is attached.

Sincerely,

A handwritten signature in cursive script, appearing to read "M. Sciukas".

M. Sciukas
Recording Secretary

MS

Enclosures

Minutes/Attachments

Agenda

TASK FORCE TO STUDY THE
FUNDING OF SPECIAL EDUCATION

AGENDA

May 14, 1986

- I. Adoption of Minutes
- II. Consideration of Basic Cost
Determination - If response received from
Attorney General
- III. Refinement & Prioritizing of Issues
- IV. Other Business
- V. Adjournment

TASK FORCE TO STUDY
THE FUNDING OF SPECIAL EDUCATION
MEETING OF
MAY 1, 1986

Dr. Jean Hebeler, Chairperson of the Task Force to Study the Funding of Special Education, opened the meeting of the Task Force on May 1, 1986, at approximately 9:45 a.m., in the State House, Annapolis, Maryland.

Present were the following:

Dr. Jean Hebeler, Chairperson	Mr. Stanley Mopsik
Ms. Martha J. Fields	Delegate Nancy Murphy
Ms. Deborah Kendig	Mr. David Ricker
Mr. Norman Moore	Dr. Gail Robinson

I. Interested parties in attendance are listed on Attachment

Minutes

The minutes of the meeting of March 10, 1986, were approved as presented.

Follow-up Material

Dr. Hebeler distributed to the Task Force the following material:

1. Letter from John Weaver, Financial Analyst, Prince George's County Public Schools, dated April 1, 1986, relative to transportation costs. (Attachment II)
2. Letter from Jerome Ryscavage, Superintendent, Board of Education of Garrett County, dated March 25, 1986, with regard to the out of county placements. (Attachment III)
3. Letter from Dan Palich, Council Member, The Spina Bifida Association of Maryland, Inc., dated March 10, 1986, relative to transportation and achievement. (Attachment IV)

Status of Legislative Bills

Mr. Richard Steinke, Division of Special Education, discussed the status of HB 482, Public Education - State Aid. This bill was adopted by the legislature and, in effect, adopted Option 2 of the out of county placement report.

Mr. Steinke reported on SB 638 and HB 1201, significant bills that failed. The issues in these bills involved additional state funding for special education and were referred to the Task Force. (Attachment V)

In the discussion that followed regarding HB 482, it was stated that the implementing procedures, including a reporting form, are being finalized. The process will require the receiving county to complete the form, if reimbursement is sought, for eligible children enrolled in public school programs as of September 30.

Mr. Steinke informed the Task Force that they will be updated as work progresses on out of county placement.

Basic Cost Determination

Dr. Hebelier requested Mr. Ricker, Department of Budget and Fiscal Planning, to explain the issue of "basic cost" determination as it relates to nonpublic school placements. Mr. Ricker felt that the concept was founded to determine how the cost of placements in nonpublic institutions was to be shared between LEAs and the State. At this time, two areas not counted in the costs are food services and transportation.

Previously distributed to the Task Force was material forwarded from Norman Moore, Superintendent of Talbot County Public Schools, dated April 14, 1986, to Dr. Jean Hebelier. Mr. Moore requested that a representative from Dorchester County and Baltimore City Public Schools be invited to speak before the Task Force on the basic cost issue. (Attachment VI)

Mr. Judson Porter, Finance Officer of the Baltimore City Public Schools, representing Mrs. Alice Pinderhughes, stated the implementation of a change in funding at this time would be too late for the 86-87 school year.

He also thought that no funding change should be made until the Task Force had the opportunity to study the situation in the context of other funding issues.

Consideration should also be given to continuing to exclude food costs and transportation costs. He felt that a lion's share of transportation cost is for handicapped children and those costs would need to be identified and excluded. Over 62% of students in Baltimore City Public Schools are free lunch eligible and this would be another issue to consider if food costs are to be included. He felt that a significant portion of the food program is in the "compensatory program" area.

Mr. William Cotten, Superintendent of Dorchester County, felt that many issues need to be considered before any changes in cost calculation are made. He agreed with Mr. Porter that any change in the calculation of "basic costs" for nonpublic placements should not occur at this time. He indicated that the basic cost definition in the Law is much too broad leaving a great deal to interpretation. He indicated that Maryland State Department of Education probably relied on the definition of current basic expense in Sec. 5-202 for guidance in defining basic cost. That definition excludes a number of costs including transportation and food services. Mr. Cotten indicated that the current formula is difficult to understand. He asked the Task Force to consider this and to see if a clearer, more understandable approach could be found.

Review of Information Base

Dr. Hebelers distributed to the Task Force a draft of the issues, concerns, and needs extracted from issues presented and discussed by the Task Force. (Attachment VII)

The Task Force studied and discussed the draft and made suggestions for revisions and additions. Dr. Hebelers requested that the Task Force look at the issues, categorize and prioritize material and submit all comments by May 8, 1986. At the next meeting of the Task Force, Dr. Hebelers would submit a refined paper of the issues and concerns. It was also expected that a review of the method of calculating basic costs would be received from the Attorney General's Office.

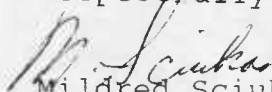
Next Meeting

The next scheduled meeting of the Task Force will be on May 14, 1986, at 9:30 a.m. in the Calvert Room, State House, Annapolis, Maryland.

Adjournment

There being no further business, the meeting adjourned at approximately 11:30 a.m.

Respectfully submitted,



Mildred Sciukas

Recording Secretary

MD
Y3.
Ed 24:2
14/May 20, 86



JOHN W. HORNBECK
STATE SUPERINTENDENT

SPECIAL EDUCATION TTY 659-2666*
VOC-REHABILITATION TTY 659-2252*
FOR DEAF ONLY

MARYLAND STATE DEPARTMENT OF EDUCATION

200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2595
(301) 659- 2489

May 20, 1986

TO: TASK FORCE TO STUDY THE FUNDING OF SPECIAL
EDUCATION

For your information, attached are the proposed minutes of the Task Force to Study the Funding of Special Education for the meeting of May 14, 1986.

The next meeting of the Task Force will be at 9:30 A.M., on May 29, 1986, Calvert Room, State House, Annapolis, Maryland. An agenda of the meeting is attached.

Sincerely,

M. Sciukas

M. Sciukas
Recording Secretary



MS

Enclosures

Minutes/Attachments

Agenda

TASK FORCE TO STUDY THE FUNDING
OF SPECIAL EDUCATION
MINUTES OF MEETING OF
May 14, 1986



Dr. Jean Hebeler, Chairperson of the Task Force to Study the Funding of Special Education, opened the meeting of the Task Force on May 14, 1986, at approximately 9:45 a.m., in the State House, Annapolis, Maryland.

Present were the following:

Dr. Jean R. Hebeler, Chairperson
Mr. Chester Bullard
Dr. Mary Elizabeth Ellis
Mrs. Martha J. Fields
Mr. Peter Holt

Ms. Sarah Johnson
Ms. Deborah Kendig
Dr. Eugene McLoone
Mr. Stanley Mopsik
Mr. David Ricker

Interested parties in attendance are listed on Attachment I.

Also attending were Dr. Avrum Shavrick, representing Dr. Gail Robinson and Mr. Sascha Lipczenko, representing Mr. Farrow.

ADOPTION OF MINUTES

The minutes of the May 1, 1986 meeting were approved as presented. A revised Interested Parties list for the May 1, 1986 meeting was distributed. (Attachment II)

ANNOUNCEMENTS

Dr. Hebeler distributed to the Task Force a letter from Mr. William Cotten, Superintendent of Schools, Dorchester County, dated May 5, 1986, in which he gave a summary of his presentation to the Task Force on May 1, 1986. (Attachment III) The Task Force was also given a memorandum from the National Federation of the Blind of Maryland, dated May 1, 1986 with regard to education of blind children in Maryland. (Attachment IV)

CONSIDERATION OF BASIC COSTS

Dr. Hebeler stated that it had been decided to table the issue of basic costs as defined in §8-417.1. If necessary and appropriate, basic cost determination will be part of the final recommendations to the Governor. The issue of basic costs was to determine if the appropriate method was being used to determine the basic costs as defined in §8-417.1. Therefore, this issue will be set aside and considered with the other recommendations that will be made.

REFINEMENT & PRIORITIZING OF ISSUES

In the future, the Task Force will determine the needs and costs of special education funding and study the funding methods used by Maryland and other States in order to produce a comprehensive list of costs and options.

A Draft of Issues dated May 14, 1986, was considered and discussed in depth. (Attachment V)

As a result, the Task Force is requesting the following information:

MSDE: Actual cost information for FY 85
December 1, 1985 Child Count

DFS: If available, cost figures for FY 76 and 77

Mr. Mopsik:

MSDE: Cost of community services and group homes
Profile on service options and costs for emotionally
disturbed

MSDE: Provide information by age groups of students enrolled
in special education programs.

DHMH: Project number of children going from residential
JSA: facilities to community living, with emphasis on the
effect this will have on local community services.

JSA: Figures on deinstitutionalization by handicapping
condition, including history, magnitude and trend

MSDE:

SCC: Projection of numbers of "hard to place" children

MSDE: General data on compensatory and special education
children receiving both services.

MSDE: With assistance of LEAs gather current cost data information on transition programs. If possible, determine additional costs to DVR

MSDE: Update transportation costs previously presented to the Task Force.

MSDE: Gather cost data from all available sources of
JSA: equipment and services for modern technology.

DHMH:

Others:

Additional requests will be made for additional data, as needed.

In summary, Dr. Hebeler stated that a new Draft of Issues would be presented to the Task Force at the next meeting. Incorporated in this Draft will be the suggestions, revisions, and other information provided by the Task Force at this meeting.

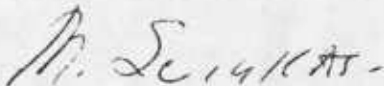
NEXT MEETING

The next scheduled meeting of the Task Force will be on May 29, 1986, at 9:30 A.M., in the Calvert Room, State House, Annapolis, Maryland.

ADJOURNMENT

There being no further business, the meeting adjourned at approximately 12 Noon.

Respectfully submitted,



Mildred Sciukas
Recording Secretary

INTERESTED PARTIES

TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

Meeting of May 14, 1986

Ms. Elaine Sims, Maryland Association of Boards of Education (MABE)

Ms. Lois Stoner, Montgomery County Public Schools

Mr. Brian Kelly, Montgomery County Office of State Affairs

Ms. Judy Sheehan, Prince George's County Public Schools

Mr. Phil Holmes, State Coordinating Council (SCC)

Maryland State Department of Education

Mr. Richard Steinke, Division of Special Education

Mr. Dewey Clark, Division of Special Education

Mr. Brian Rice, Division of Special Education



INTERESTED PARTIES

TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

Meeting of May 1, 1986

Mr. Judson Porter, Baltimore City Public Schools
Mr. Edward Friedlander, Baltimore City Public Schools
Mr. Brian Kelly, Montgomery County Office of State Affairs
Ms. Phyllis S. Goldberg, Department of Fiscal Services
Ms. Linda Stahr, Department of Fiscal Services
Mr. Steven Feinstein, Department of Fiscal Services
Ms. Judy Sheehan, Prince George's County Public Schools
Ms. Lois Stoner, Montgomery County Public Schools

Maryland State Department of Education

Mr. Richard Steinke, Division of Special Education
Dr. Patty Flynn, Project Basic



DORCHESTER COUNTY
BOARD OF EDUCATION
CAMBRIDGE, MARYLAND 21613 — 0619

OFFICE OF THE SUPERINTENDENT

May 5, 1986

Dr. Jean Hebeler, Chairperson
Department of Special Education
University of Maryland
College Park, Maryland 20742

Dear Dr. Hebeler:

Thank you very much for affording me the opportunity to appear before the Special Education Task Force last Thursday. Your willingness to allow input means a great deal to the Superintendents and our Special Education staff.

Since I did not have my presentation typed for distribution on May 1, 1986, please accept the following summary. I have also included some other points (4 and 5) that I would be most happy to expand on if you so desire.

1. Any answer to Governor Hughes' February 13, 1986 letter should be within the context of a final Task Force report. The Maryland State Department of Education's operational definition of "basic cost" is a reasonable one; one with its roots in 5-202(3) of the Education Article. Since 8-417.1-3 gives but a sketchy notion of what the legislature meant by "basic cost," now is not the time to second guess the Maryland State Department of Education. The first action by your Task Force should not be to increase local costs for Special Education. That would constitute more irony than any of us could stand. Incidentally,
 - a. Cafeteria programs are mainly funded from money paid by students, plus State and Federal subsidies for free and reduced price meals. The latter could be considered compensatory and the former is not applicable.

Dr. Jean Hebeler
Page Two
May 5, 1986

- b. Our current Transportation Funding Formula has annually proven more and more inadequate, mainly due to the escalating costs of Special Education transportation. It would truly be ironic to use transportation now as a basis to increase local costs.
2. The calculation of the 300% local share for level six (6) private placements has no basis in logic. It constitutes only a means to generate a "front-end load" to insure locals pay a share of these costs and don't offer up such referrals indiscriminately. Please understand that no local gets any State or Federal aid on a private placement student (or out-of-county placements, either) because these students are not counted in our F.T.E. Hence, when we pay that 300% (200% contains local, state, and federal dollars), it is all local money, straight from the tax base of each subdivision.
3. The Governor's 1986-87 educational funding bill (HB 482) borrows from the 300% notion as if it had a basis in logic. It requires every LEA to pay up to three times its local cost for out-of-county placements requiring Special Education programs. Consequently, every LEA is now subject to a significant obligation even if we have no say in the placement (e.g., by JSA or DSS) of that student. Why should Dorchester or any LEA's taxpayers pay three times the local cost for students requiring out-of-county placements for DSS or JSA purposes?
4. Indirect Costs - No other program requires indirect services like the Special Education program. Its "least restrictive" foundation insures a full and close articulation with all other parts of the educational system. Don't spend a whole lot of time on indirect costs. Even though some Maryland State Department of Education staff have spent time looking for "a better way," the simplest

Dr. Jean Hebeler
Page Three
May 5, 1986

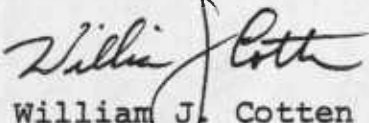
formula is to calculate what percent Special Education is of an LEA's total instructional program and then multiply that ratio by those costs perceived as applicable. Generally the percentage will range from five to ten percent, so just decide those budget areas (e.g., Administration, Operation of Plant, Fixed Charges, etc.) applicable. I believe you will find that almost every LEA is well over its mandated minimum, even if just direct costs are used. Unfortunately, I think one significant historical problem with the indirect cost calculation is that some people (legislators particularly) have seen this calculation as a means to pad the local costs for Special Education. Hopefully, that perception no longer exists in 1986. Besides, I believe the local cost of Special Education has been understated for years.

5. Local Costs Special Education - Enclosed are some notes I shared with the Maryland State Department of Education nearly four years ago. They detail my hypothesis that the formula for determining the local cost of Special Education has done a disservice to each LEA in the State. The mathematics are such that I believe the local cost of Special Education was annually understated by a very significant sum. Consequently, I can't help but feel that there are those in the legislature that did (or do) not perceive our call for more Special Education funding as a legitimate request. I am not sure whether the Maryland State Department of Education has changed its means of calculating ultimate local costs or not. In 1986, everybody is so far over their minimum, calculations must seem a waste of time.

Dr. Jean Hebeler
Page Four
May 5, 1986

Thanks again for your willingness to listen. No one part of our educational budget has increased in the last five years like the Special Education function. And, we have needs yet to be met and others that will have to be absorbed with the projected decline of federal revenue. Consequently, many of us anxiously await a substantive statement from your Task Force.

Sincerely,



William J. Cotten
Superintendent of Schools

WJC/tws

Enclosure

cc: Mrs. Martha Fields, Assistant State
Superintendent, MSDE
Mr. John Miller, President, PSSAM
Mr. Norman Moore, Superintendent,
Talbot County
Dr. Claud E. Kitchens, Superintendent,
Washington County

ANALYSIS OF DORCHESTER COUNTY SPECIAL EDUCATION COSTS

1981 - 82

William J. Cotten

Calculations Done By State

A. Direct Costs:

Program	Instructional Costs Only	Total Costs	Difference
Level II	\$ 33,884	\$ 33,884	\$ -0-
Level III	287,847	287,847	-0-
Level IV	41,423	41,423	-0-
Home & Hos.	6,235	6,235	-0-
Directional Services	41,950	41,950	-0-
Private Placement	-0-	34,650	34,650

Total			
Unrestricted	411,339	445,989	34,650

CSPD	2,985	3,126	141
94-142D	23,546	32,118	8,572
94-142 P.T.	107,950	137,633	29,683
94-142 P.T.-c/o	3,550	3,758	208
89-313	14,993	17,268	2,275
Pre School	30,306	37,185	6,879
Regional Center	115,912	261,665*	145,753
CIEP	17,110	17,110	-0-

* (79,500 Federal D., 86,266 Caroline & Queen Anne, and 95,899
Dorchester County funds)

Total			
Restricted			
	316,352	509,863**	193,511

** (327,698 Federal, 86,266 Caroline & Queen Anne, and 95,899
Dorchester County funds)

B. Indirect Cost Rate

Total Special Education Instructional Costs Unrestricted
and Restricted: \$762,341 (Includes Private Placement Costs)

1) When compared to Total Eligible Instructional Costs, Rate = 9.31%

C. Indirect Cost Amount

9.31% times 3,835,926***

2) ***Applicable instructional items such as psychologists, guidance,
3) plus administration, fixed charges and operation/upkeep = 357,125

D. Total Cost Special Education as calculated 1,119,466
 762,341**** + 357,125

Item # 4) **** Just instructional costs.

Now deductions start!

E. Number of Level IV, V, and VI placements times basic cost,
 subtracted

Item # 5) $(103 \times 1,663) + (2 \times 1,020) =$ - (173,329)

F. Less Federal Funds - (327,698)

Item # 6)

G. Less State Excess Cost Funds - (405,000)

H. Less Caroline and Queen Anne Revenue - (86,266)

Item # 7) Final Remainder or Local Excess Share 127,173
 - Note -

Mandated Minimum for 1981-82 124,126
 - Also Note -

Item # 8) Federal Qualifier 705,502

Comments:

I feel the Indirect Cost rate should be determined only from a comparison of unrestricted expenditures. Flexation of Federal dollars may cause too significant a deviation.

The rate should then be applied to only unrestricted dollars and selected restricted funds. Also, I have always questioned the exclusion of psychological services from direct costs! At least, prorate.

Indirect costs are valid estimates of program impact and costs. There seems to be some feeling that this is a false escalation of effort.

Total cost only includes instructional costs plus indirect amount. See Concern # 6.

There is no effort made to give a system credit for mainstreaming any SLE students (Level IV). I feel Regional Centers or separate wings/facilities need to be treated differently and Level VI costs are another issue.

Contrary to popular belief, money does not always follow the child in nice, neat equal packages. The concept of assuming any student identified as either a Level IV, V, or VI placement automatically receives a \$1,663 base, has some far-reaching consequences.

D. Total Cost Special Education as calculated 1,119,466
 762,341**** + 357,125

ern # 4) **** Just instructional costs.

Now deductions start!

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Total cost only includes instructional costs plus indirect amount. See Concern # 6.

There is no effort made to give a system credit for mainstreaming any SLE students (Level IV). I feel Regional Centers or separate wings/facilities need to be treated differently and Level VI costs are another issue.

Contrary to popular belief, money does not always follow the child in nice, neat equal packages. The concept of assuming any student identified as either a Level IV, V, or VI placement automatically receives a \$1,663 base, has some far-reaching consequences.

The classic consequence is as follows: Let's say Dorchester uses \$50,000 pass-through or discretionary dollars to serve 20 SLE (Level IV) students. We receive a grant for \$50,000 and automatically have (20 x 1663) or \$33,260 local funds obligated/diverted to match those two situations even though the \$50,000 covers the two teachers and their benefits. We receive \$50,000 and over \$33,000 is taken away from local excess effort. Some deal! If money follows the child, why can't we cut our budget by \$1,663 for every student we lose?

6. In addition, the non-instructional federal costs are not added in the total direct effort, yet are taken away. Which leads me to Concern 6. The direct cost of Special Education includes only direct instructional costs, private placement costs, and prescribed indirect costs. However, the full Federal expenditure is deducted. To me, we are adding in oranges and then taking out grapefruit. Non-instructional costs now range up to 25 or 30 per cent of some salaries and grow each year, particularly if the employee is in the old retirement system. (See 94-142 PT level.) Therefore, a system that receives \$500,000 in Federal grants could easily have over \$100,000 of those funds in non-instructional cost areas, never added into its direct effort, yet deducted in the end. (See note at bottom.)
7. I feel the bottom line is negatively affected by concerns 1 - 6 and consequently affects the local effort/image at the State level and in Annapolis. Consequently, I feel LEA's may not be getting the credit they deserve for fiscally supporting Special Education programs.
8. Not related to 1 - 7, the State is now saying you are supplanting funds if you take a position and pay it with federal dollars after that position for one moment has been paid with local dollars. Total effort is not considered. This is a very restrictive application and should be thoroughly reviewed!
9. Finally, Mr. Miller and I question the calculation of the local share for private placement cases. It goes like this:

Local basic cost	\$1,000	
Plus 2 times the basic cost which includes State foundation aid (2 x 1600)	3,200	
Equals local 300%		\$4,200

There is only one problem with this; we don't get State aid on private placement students, yet we have to pay twice as if we do. Was this the Legislative intent? If so, can we revisit that as we again analyze State aid?

Note 1982-83 estimated difference restricted funds
 instructional/non instructional Dorchester = \$97,000 or 22.4% of total
 Restricted Expenditures

We also have 13 IV and V students served by federally funded programs.

May 1, 1986

MEMORANDUM

From: The National Federation of the Blind of Maryland
 To: The Governor's Task Force on Funding of Special Education
 Re: Education of Blind Children in Maryland

For more information contact Sharon Maneki, Chairman, Legislative Committee, National Federation of the Blind of Maryland, 9736 Basket Ring Road, Columbia, Maryland 21045, phone (301)992-9608.

Braille Instruction

Literacy, the ability to communicate effectively by reading and writing, is as important to blind children as it is to other children. Braille is to blind persons as print is to sighted persons. It is the only method of communication that gives the blind person the same advantages as print gives the sighted reader. For example, grammar, punctuation, and spelling are only learned well if a blind child can read Braille. It is not possible for a blind person, without the knowledge of Braille, to write or read material needed for quick reference (such as phone numbers, manuals, addresses). Verbal modes of communication (tapes, disks, talking machines or talking computers) can no more replace Braille than radio or television can replace print.

Sadly, the problem of increasing illiteracy among the general student population has also become a problem among blind children. The teaching of Braille has been deemphasized throughout the nation, and Maryland is no exception. A misguided reliance upon technology and a false belief in the superiority of print has led to the situation in Maryland where legally blind children with some remaining vision have been denied the opportunity to learn Braille, even when they can only read print very slowly and with great difficulty. This has especially devastating effects for the child who will lose more vision later in life when Braille will be more difficult to learn and the instruction more difficult to obtain. Even totally blind children have not escaped this damaging deemphasis in Braille instruction, often graduating from school with inferior reading and writing speed and skill.

When parents request Braille instruction they are given a variety of excuses against it. 1) There is not enough money in the budget to give a student both large print materials and materials for Braille instruction; and 2) Braille is complicated; perhaps the teacher could learn Braille along with the student, etc.

The law needs to be changed to highlight Braille and make it clear that it is the policy of the state of Maryland that blind children have the right to an opportunity to become literate. Parents and educators must know that Braille is a viable option and that blind children have a right to instruction in its use. By presenting Braille as an option to all blind children, including the legally blind child with some remaining vision, the state of Maryland will be fulfilling a basic responsibility for the literacy and education of these children. It is important that a tone be set which encourages blind children to maximize their potential and recognize Braille as the effective and desirable reading method that it is.

Parents' Rights

Federal law PL 94-142 is a landmark legislation which guarantees the right of handicapped children to a free and appropriate education. To implement federal law, the state of Maryland passed the Special Programs for Exceptional Children Act.

This proposal implements federal requirements which are not currently carried out with any consistency in Maryland. Maryland law on the education of the handicapped is very deficient in addressing the individual education program and specifically the parents' role in this process. The federal law intends for parents to be equal participants in this process of planning an educational program for their handicapped children. However, because this intent is not clear in Maryland law, procedures have developed which place parents in the lesser role of observer or advisor. Parents frequently attend individualized education program meetings unaware of who will be present and participating, and ignorant of their right to bring someone with them. These are all rights they have under federal law, but have not been made available to them because of the deficiencies in Maryland law which allow such rights to be overlooked. These, and other provisions in this proposal, are important aspects of the parents' right to act as equal participants in their children's educational planning.

Recommendations:

1. Upgrade certification standards for vision teachers. Vision teachers should be required to obtain certification as braille transcribers from the Library of Congress. This course is free and taught by correspondence. To maintain their Braille skills, vision teachers should also be required to demonstrate braille proficiency every five years.

2. Increase funding for curriculum materials and training programs for blind children. Children should have the necessary equipment for braille instruction as well as access to large

print materials. Students should not be subject to a life of illiteracy because funds can only be spent on one method: large print. Summer training programs should be offered to grammar school children in the skills of blindness (Braille, typing, and cane travel) to compensate for the lack of adequate instruction available during the school year in mainstreaming programs.

3. Strengthen high school graduation requirements for blind and visually impaired students. If required for graduation, blind and visually impaired students should take functional reading and writing tests in either Braille or large print. These students should not be permitted to take such tests orally or with the use of a recording device. Tests in which instructions and questions are read to the student and in which the student recites his answers do not measure reading and writing proficiency.

4. Strengthen parents' rights by revising Maryland regulations to comply with Federal law. When parents receive any written notice about a meeting concerning their child, such as ARD committee, IEP meeting, the notice should contain a list of all participants and their positions as well as notification that parents can bring an advocate with them to participate in the meeting. Regulations should be changed to clearly indicate that parents shall participate as equal partners in their child's educational planning. As parents' rights to act as advocates increase, the quality of education available to blind children will also increase.

D R A F T

TASK FORCE ON THE FUNDING OF SPECIAL EDUCATION

5-14-86

Areas for consideration of financial support of educational programs for Handicapped Students.

1. Cap on current state funding for excess cost to LEAs. (1981 level)

2. Increased pupil count - % increase of number of handicapped students served

3. Emerging populations requiring different and costly support services, i.e. medically fragile, head trauma, respirator dependent,

4. Enhancement: population, programs
 - ° emotionally disturbed
 - ° c.a. 18-21
 - ° transition
 - ° multiply handicapped

5. Populations/program areas not receiving federal support

- ° c.a. 0-3

6. Costs not provided for in current formula (which is based on count of pupils identified and being served).

- ° assessment
- ° non-pupil contact time of special education and related personnel, i.e. ARD meetings; conferences; etc.
- ° pilot programs to develop options for serving certain students.

7. Incentives to develop local (or regional) programs within the State for populations currently being served in non-public out of state programs.

8. Equity in services, funding for education and related services of handicapped students served in State operated programs or by State agencies.

- ° Juvenile Services
- ° Corrections
- ° M.R. Administration
- ° M.H. Administration
- ° Social Services

9. Costs, Availability of appropriate support services for students

- ° Physical Therapy
- ° Occupational Therapy
- ° Qualified teachers

10. Costs, availability of support services in community

- ° adult-transition
- ° family/parents

11. Transportation

MD
Y3.
Ed 24:2
1H/May 29, 86

TASK FORCE TO STUDY THE
FUNDING OF SPECIAL EDUCATION

AGENDA

May 29, 1986

- I. Adoption of Minutes
- II. Review of Analysis of Needs
- III. Presentation of Various Models For
Funding of Special Education Services
- IV. Other Business
- V. Adjournment



DAVID W. HORNBECK
STATE SUPERINTENDENT



SPECIAL EDUCATION TTY 659-2666*
VOC-REHABILITATION TTY 659-2252*
FOR DEAF ONLY

MARYLAND STATE DEPARTMENT OF EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201-2595
(301) 659- 2489

May 14, 1986

TO: TASK FORCE TO STUDY THE FUNDING OF
SPECIAL EDUCATION

Please note that the next meeting of the Task Force to Study the Funding of Special Education will be on May 29, 1986, at 9:30 A.M., in the Calvert Room, State House, Annapolis, Maryland.

An agenda for the May 29, 1986, meeting and minutes of the May 14, 1986, meeting will be forwarded to you shortly.

Sincerely,

A handwritten signature in dark ink, appearing to read "M. Sciukas".

M. Sciukas
Recording Secretary

MS

MD
Y3.
Ed 24:2
15/June 5, 86



VID W. HORNBECK
ATE SUPERINTENDENT

MARYLAND STATE DEPARTMENT OF EDUCATION
200 WEST BALTIMORE STREET
BALTIMORE, MARYLAND 21201
(301) 659- 2489

June 5, 1986

TO: TASK FORCE TO STUDY THE FUNDING OF
SPECIAL EDUCATION

For your information, attached are the proposed minutes of the Task Force to Study the Funding of Special Education for the meeting of May 29, 1986.

Also attached is a copy of the Report on Return of Children from Out of State Placements, July, 1980, prepared by the State Coordinating Committee on Services to Handicapped Children.

The next meeting of the Task Force will be at 9:30 A.M., on June 11, 1986, Calvert Room, State House Annapolis, Maryland. An agenda of the meeting is attached.

Sincerely,

M. Sciukas
Recording Secretary

MS
Enclosures
Minutes/Attachments
Report
Agenda



TASK FORCE TO STUDY THE
FUNDING OF SPECIAL EDUCATION

AGENDA

June 11, 1986

- I. Adoption of Minutes
- II. Additional Data on Special Education Funding
- III. Simulation Data - Measure of Need
- IV. Other Business
- V. Adjournment

TASK FORCE TO STUDY THE FUNDING

OF SPECIAL EDUCATION

MINUTES OF MEETING OF

May 29, 1986

Dr. Jean Hebeler, Chairperson of the Task Force to Study the Funding of Special Education, opened the meeting of the Task Force on May 29, 1986, at approximately 9:45 A.M., in the State House, Annapolis, Maryland.

Present were the following:

Dr. Jean Hebeler, Chairperson
Mr. Chester Bullard
Delegate James Campbell
Ms. Ilene Cohen
Senator Howard Denis
Dr. Mary Elizabeth Ellis
Mrs. Martha J. Fields
Senator Barbara Hoffman
Mr. Peter Holt

Ms. Sarah Johnson
Ms. Deborah Kendig
Dr. Claud E. Kitchens
Senator Julian Lapidus
Dr. Eugene McLoone
Mr. Stanley Mopsik
Mr. David Ricker
Dr. Gail Robinson

Interested parties in attendance are listed on Attachment I.

ADOPTION OF MINUTES

The minutes of the May 14, 1986, meeting were approved as presented.

GENERAL INFORMATION

Dr. Hebeler distributed to the Task Force a letter from Mr. William Baber, Executive Director, Association for Retarded Citizens/Maryland, Inc., dated May 14, 1986, which was a summary of his comments to the Task Force. (Attachment II)

The revised plan on Fiscal Impact Areas for the Task Force (5/29/86) was also distributed. Dr. Hebeler said she had tried to incorporate all suggestions and recommendations and if anyone had any comments to please let her know. Under 11. Transportation, it was suggested the extended year programs be added. (Attachment III)

The Department of Fiscal Services presented to the Task Force charts showing the "Number of Handicapped Students Served in Maryland Public School Programs, State Operated Programs and in Nonpublic Programs by School Year and County, May, 1986." (Attachment IV)

In the discussion that followed, it was stressed that there was a need for accurate information in order to make rational decisions, that data presented for FY 81, FY 82, FY 83, FY 84, and FY 85 is dependable and accurate since documentation is available. Concern was expressed that children are being placed in levels where services are available instead of levels where the child's need appears. It was felt that more programs were needed for the severely emotionally disturbed (SED) child.

Mr. Richard Steinke discussed material distributed to the Task Force entitled "Resource Information for Special Education Funding Task Force By Division of Special Education, Maryland State Department of Education, May 29, 1986." (Attachment V)

One chart contained a summary of handicapped student information for fiscal years 83 through 85. Mr. Steinke stated that basic cost is determined by law, Education Article 8-417.1. The basic cost did not include funds assigned to the disadvantaged, transportation costs, and adult education. Although costs have escalated over the years the number of children have remained about the same.

In reply to an inquiry if it would be cost effective to build facilities for the handicapped in the State, Mr. Steinke stated that the General Assembly had expressed interest in this area in 1979. Governor Hughes asked the Departments to review this question to see if it would be cost effective to return children from out of state placements to state facilities. It was found to be a very costly undertaking and raised questions concerning the establishment of large state facilities. Also, the diversity of adolescent needs would require a range of facilities. Mr. Steinke stated he would forward a copy of this report to the Task Force.

Mr. Mopsik stated that at the present time nonpublic providers are not expanding residential programs. In the future they might consider this if application and licensure processes were improved. He mentioned that presently there are many steps in licensing and they are lengthy and costly.

The chart on transition was discussed and Mrs. Rosanne Hammes, Transition Specialist for the Division of Special Education, was introduced. In the discussion that followed, additional information was requested by the Task Force. There was some question as to whether specific cost information could be developed in light of the complexity of services and limited agency experience with transition programs.

The Task Force requested that MSDE try to provide the following information:

1. Number of children in day residential programs (in-state and out-of-state, for 1985, above and below 300%). Identify children by handicap, if possible.
2. Documentation of how basic cost figures are developed, using a work sheet. Use a representative county.
3. Cost figures on transition.
Data on transitioning nationally.
Material needed in order to project transition costs.

PRINCE GEORGES'S COUNTY PRESENTATION

Mr. George Ridler, Associate Superintendent for Administration, MCPS, discussed a paper presented to the Task Force entitled "Prince George's County Public Schools Special Education Cost Study, February 20, 1985." Discussion followed this presentation and Dr. Hebler invited other LEAs to provide additional information, if they desired.

PRESENTATION OF MODELS FOR FUNDING

Dr. McLoone demonstrated a number of elements that should be considered in the development of a funding model. (Attachment VII)

NEXT MEETING

The next scheduled meeting of the Task Force will be on June 11, 1986, at 9:30 a.m., in the Calvert Room, State House, Annapolis, Maryland.

ADJOURNMENT

There being no further business, the meeting adjourned at approximately 12 noon.

Respectfully submitted,



Mildred Sciukas
Recording Secretary

INTERESTED PARTIES

TASK FORCE TO STUDY THE FUNDING OF SPECIAL EDUCATION

Meeting of May 29, 1986

Ms. Sylvia J. Lancaster, Maryland State Teachers Association (MSTA)

Mrs. Lois Stoner, Montgomery County Public Schools (MCPS)

Ms. Judith Sheehan, Prince George's County Public Schools

Maryland State Department of Education

Mr. Richard Steinke, Division of Special Education

Ms. Rosanne Hammes, Division of Special Education

Mr. Dewitt Clark, Division of Special Education

Dr. Patty Flynn, Project Basic



arc/maryland®

Association for Retarded Citizens/Maryland, Inc.
5602 Baltimore National Pike, Baltimore, Maryland 21228
(301) 744-0255

CHARLES A. RUSSELL
President

WILLIAM D. BABER
Executive Director

May 14, 1986

Dr. Jean R. Hebeler, Chairperson
Governor's Task Force to Study Funding
for Special Education
The University of Maryland
College of Education Building
Room 1308
College Park, MD 20742

Dear Dr. Hebeler:

I apologize for the delay in forwarding a summary of my comments at the hearing conducted by the Governor's Task Force to Study Funding for Special Education. Other activities simply kept me from completing this task. I am using the principle - "better late than never," although I must admit I am quite embarrassed!

I expressed the Association's long standing interest in special education and traced our involvement in the development of special education services to the early 1970's. The ARC/Maryland sponsored a suit against The State of Maryland which resulted in the right to free and appropriate education for all handicapped children from birth to 21 years of age. The Maryland By-Law exceeds the requirements of P.L. 94 - 142.

During the hearing process, the ARC/Maryland highlighted its general expectations of the public school systems of Maryland. They were:

1. Effective early intervention services...
2. Age appropriate programs in natural environments, integrated or community settings...
3. Curriculum designed to focus on strategies that lead to program goals...
4. Programs to raise professional and parental expectations...

Build the arc

5. Programs focused on awareness among school students and staff, employers, and the community-at-large on the many abilities of persons with mental retardation.
6. Transition planning for work oriented placements to begin as early as 14 years of age...
7. Permanent employment prior to graduation...
8. Community agencies and schools to work together prior to graduation to coordinate support systems and maintain employment...
9. Continuing education after 21 years utilizing existing community programs and self-advocacy groups...

The ARC/Maryland discussed the following points at the hearing:

Point 1 - General Factors requiring revisions in the funding levels and overall funding formulas for special education services.

- . Although general school population is reduced in many areas across the state, there has been an increase or stabilizing of statewide special education students.
- . Type of program options are far more abundant today than they were in the early 80's when the funding formula for special education was established.
- . Parental knowledge of and demand for appropriate related services requires the need to evaluate current funding levels.
- . The constant threat of federal withdrawal from participation and declining state and federal funding places enormous pressure on the local education authorities.

Point 2 - Infant Stimulation and Early Intervention
Maryland is one of six states mandating services from infancy through three years of age. We must safeguard this vision! Does the state special education formula recognize this program's obligation and the increasing numbers entering the system? Currently federal funds are not available for this program initiative.

Point 3 - Transition Services
Our Association looks on this program initiative with great excitement. This moves programs in the right direction. It means more special education

students will exit the school system to real jobs, earning real wages, in a real community, working along side real people. This is what we desire most for all special education students. Additional resources are needed to make this concept work. Currently the programs are only model programs without long term funding commitments.

Point 4 - Accountability/Program Evaluation

Funds are needed for pupil follow-up. We need to follow individuals after graduation to determine our effectiveness. How well are our graduates making it in the real world.

Point 5 - Transportation Cost

We need to evaluate funding levels for transportation. The school program starts when the child gets on the bus.

Point 6 - Technological Advances

Advances of this type need to be recognized by the state funding system. The use of adaptive devices and computer-assisted instruction is impactful on the present funding level. Exciting developments are occurring in this area.

Point 7 - Out of State Placements

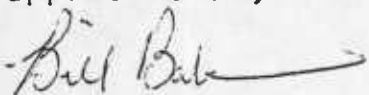
We need to develop/nurture program development in Maryland. Why not serve Maryland children close to home and spend Maryland resources in the state.

Point 8 - Funding Equity

The type program capabilities we find in one part of the state should be available in every county within the state. Quality education should have no boundaries.

I sincerely hope these comments will assist the Task Force in their deliberations. Thanks for allowing our Association to submit input, late as it may be!

In appreciation,



William D. Baber
Executive Director

cc: Nancy Rhead, Chairperson
ARC/Maryland Education Committee

5-29-86

TASK FORCE ON THE FUNDING OF SPECIAL EDUCATION

Fiscal Impact Areas

1. Cap on current state funding for excess cost to LEAs. (1981 level)
state/local costs
2. Increased pupil count - % increase of number of handicapped students served
count by level of services/actual services provided
3. Emerging populations with increasing severity of disabilities requiring different and costly support services, i.e medically fragile, head trauma, respirator dependent,
4. Enhancement: population, programs
 - ° emotionally disturbed
 - ° c.a. 18-21
 - ° multiply handicapped
 - ° deinstitutionalized populations
 - DHMH
 - Juvenile Services
 - ° Secondary Programs - including impact of H.S. graduation requirements
 - ° Community Services - severe populations
 - ° Occupational Training Programs
 - Vocational Education
 - ° transition
5. Populations/program areas not receiving federal support
 - ° c.a. 0-3
 - ° at risk

6. Costs not provided in current formula. Administrative and other mandated services.

- ° assessment (12 months staff)
- ° non-pupil contact of special education and related personnel, e.e. ARD meetings; conferences; etc.
- ° pilot programs to develop options for serving certain students.
- ° due process hearing - staff, recording, legal fees, etc.
- ° Local Coordinating Committees
- ° Child Find
- ° processing, selection, monitoring non-public placements
- ° Maryland State data system
- ° Curriculum production/modification
- ° Travel and travel time of personnel

7. Incentives to develop local (or regional) programs within the State for populations currently being served in non-public out of state programs.

ie. Community living programs

8. Equity in services, funding for education and related services of handicapped students served in state operated programs or by State agencies.

- ° Juvenile Services
- ° Corrections
- ° M.R. Administration
- ° M.H. Administration
- ° Social Services
- ° S. C. C.

9. Costs, Availability and Space for appropriate support services for students

- ° Physical Therapy
- ° Occupational Therapy
- ° Qualified teachers
- ° School Psychologists
- ° Speech Therapy
- ° aides
- ° Problems created by use of contractual funds - not budgeted positions

10. Costs, availability of support services in community

- ° adult-transition
- ° family/parents

11. Transportation including:

- ° extended day programs
- ° extended week programs

12. Technology, Equipment - Capital Outlay and Operating

- ° augmentative devices
- ° teaching aids

Number of Handicapped Students Served in Maryland Public School Programs,
State Operated Programs and in Nonpublic Programs by school year and county.

County	1977-78	1978-79	1979-80	1980-81	1981-82	1982-83	1983-84	1984-85	1977-85 %INCREASE
Allegany	1,187	2,080	2,042	1,840	1,507	1,494	1,416	1,281	7.9
Anne Arundel	7,983	8,409	8,491	8,892	9,562	9,837	9,539	9,324	16.8
Balto. City	21,015	20,465	20,236	23,544	19,946	19,956	18,606	18,918	(9.8)
Baltimore	8,840	8,704	9,668	10,078	9,961	8,371	8,923	9,367	6.0
Calvert	787	783	761	847	851	902	974	962	22.2
Caroline	614	532	651	702	660	669	685	748	21.8
Carroll	1,643	1,871	2,436	2,468	2,298	2,649	2,809	3,070	86.9
Cecil	1,189	1,353	1,444	1,300	1,347	1,370	1,468	1,418	19.3
Charles	2,265	2,072	2,514	2,444	2,408	2,277	2,212	2,082	(8.1)
Dorchester	707	788	775	870	750	738	828	835	18.1
Frederick	1,739	1,848	2,569	3,112	3,683	2,487	2,992	3,318	90.8
Garrett	1,192	1,025	387	546	637	661	637	625	(47.6)
Harford	2,658	2,662	2,935	3,391	3,417	3,509	3,472	3,025	13.8
Howard	2,906	2,472	3,613	4,824	2,589	3,514	3,720	4,094	40.9
Kent	453	390	377	283	274	301	300	266	(41.2)
Montgomery	7,633	9,334	10,667	10,007	11,164	11,503	11,490	10,992	44.0
P. George's	14,177	14,802	14,609	14,308	14,060	13,082	12,479	11,966	(15.6)
Queen Anne's	374	318	496	505	345	402	431	455	21.7
St. Mary's	1,221	1,165	1,410	1,677	1,647	1,652	1,988	1,724	41.2
Somerset	161	453	439	455	508	581	579	574	256.5
Talbot	651	513	464	518	524	538	487	470	(27.8)
Washington	2,120	2,116	2,629	2,914	2,748	2,754	2,945	2,735	29.0
Wicomico	1,169	1,016	1,176	1,135	1,302	1,239	1,193	1,061	(9.2)
Worcester	577	468	487	499	511	573	571	595	3.1
TOTAL STATE	83,261	85,639	91,276	97,186	92,699	91,059	92,098	91,549	9.9

Prepared by: Department of Fiscal Services, May 1986.

Source: Maryland State Department of Education

INFLUENCE OF FACTS INDICATING CORRELATION
SCHOOL YEAR 1926-1929
AGE 5, 6-21

Local Unit	Mentally Retarded	Learning Impaired	Speech Impaired	Visually Handicapped	Emotionally Disturbed	Orthopedically Impaired	Other Local Impaired	Specific Learning Disability	Multihandicapped	Deaf Blind	TOTAL											
Allegheny	117	5.6	10	0.5	502	20.0	8	0.4	32	1.5	5	0.2	4	0.2	1,308	62.9	13	0.6	1	.05	2,000	14.2
Anne Arundel	1,195	14.2	173	2.1	2,911	34.6	31	0.4	505	7.0	130	1.5	64	0.8	1,308	62.9	13	0.6	1	.05	2,000	14.2
Baltimore City	2,089	10.2	259	1.3	3,068	18.9	107	0.5	304	1.5	354	1.7	711	3.5	12,546	61.3	224	1.1	3	.01	20,465	11.4
Baltimore Calvert	1,800	20.7	136	1.6	3,890	44.7	39	0.4	375	4.3	155	1.8	79	0.9	7,218	25.5	12	0.1			8,704	8.1
Calvert	249	31.0	36	4.6	102	23.2			65	0.3	9	1.1		1.0	223	20.5	11	1.4			703	10.1
Carroll	88	16.5	5	0.9	219	41.2			12	2.3	9	1.7	8	1.5	190	35.7	1	0.2			532	10.9
Cecil	259	13.8	37	2.0	614	32.8	11	0.6	37	2.0	7	0.4	38	2.0	858	45.9	10	0.5			1,871	9.2
Charles	237	17.5	11	0.8	352	26.0	7	0.5	39	2.9	2	0.1	23	1.7	668	49.4	14	1.0			1,353	10.2
Dorchester	509	24.6	10	0.5	473	22.8			34	1.6	8	0.4	20	1.0	993	47.9	75	1.2			2,072	11.6
Frederick	68	8.6	41	5.2	190	25.1	3	0.4	50	6.3	6	0.8	14	1.8	400	50.0	8	1.0			700	14.3
Frederick Garrett	280	15.2	21	1.1	429	23.2	4	0.2	58	3.1	19	1.0	5	0.3	936	50.6	97	5.2			1,848	7.8
Harford	66	6.4	5	0.5	464	45.3	9	0.3	20	0.8	14	1.4	68	2.6	317	30.9	159	15.5			1,075	18.4
Howard	773	29.0	29	1.1	1,064	40.0	9	0.4	112	4.5	59	2.2	15	0.5	624	23.4	16	0.6			2,662	8.0
Howard Kent	189	7.6	14	0.6	742	30.0	9	0.4	112	4.5	21	0.8	15	0.5	1,359	55.0	11	0.4			2,472	9.7
Kent	105	26.9	3	0.8	82	21.0	1	0.3	8	2.1			1	0.3	107	47.9	3	0.8			390	12.2
Montgomery	639	6.8	180	1.9	2,305	24.7	125	1.3	539	5.8	106	1.1	187	2.0	5,145	55.1	108	1.2	2	.01	9,334	8.7
Prince George's	1,136	7.7	251	1.7	2,565	17.3	75	0.5	350	2.4	211	1.6	163	1.1	9,740	63.1	601	4.6			14,802	11.1
Queen Anne's	135	42.5			86	27.0					3	0.9	10	3.1	63	26.1	1	0.3			318	6.6
St. Mary's	293	25.2	2	0.2	359	30.8	2	0.2	42	3.6	7	0.6	9	0.8	378	32.4	73	6.3			1,165	9.3
Somerset	126	27.8			195	43.0	1	0.2	8	1.8	6	1.3	5	1.1	110	24.3	2	0.4			453	11.4
Talbot	126	24.6	40	7.8	153	29.8			5	1.0	2	0.4	4	0.8	181	35.3	2	0.4			513	12.0
Washington	316	14.9	13	0.6	636	31.0	3	0.1	12	0.6	20	0.9	11	0.5	909	43.0	176	8.3			2,116	9.7
Wicomico	186	18.3	2	0.2	208	29.2	1	0.1	22	2.2	11	1.1	3	0.3	494	48.6					1,016	8.0
Worcester	147	31.4	3	0.6	208	44.4					1	0.2			107	27.9	2	0.4			468	8.0
TOTAL STATE	11,128	13.0	1,281	1.5	22,093	26.7	436	0.5	2,717	3.2	1,185	1.4	1,450	1.7	42,480	49.6	2,063	2.4	6	.007	85,639	10.6

*Data Source: SSIS Report #3, December 1 Child Count

INCIDENT OF EACH HANDICAPPING CONDITION*
SCHOOL YEAR 1979-1980
ACES 5-21

Local Unit	Mentally Retarded	Hearing Impaired	Speech Impaired	Visually Handicapped	Emotionally Disturbed	Orthopedically Impaired	Other Health Impaired	Specific Learning Disability	Multiple Handicapped	Intellectually Retarded	Number of Handicapped Children							
Allegany	106	5	11	1	541	26	7	.3	36	2	6	.3	11	1	1	.05	2047	15
Anne Arundel	1035	12	153	2	2634	31	19	.2	454	5	121	.1	69	1	1	.04	8491	12
Baltimore City	2216	11	392	2	4601	23	96	.5	309	2	154	1	792	4	11304	56	20236	15
Baltimore	1820	19	135	1	4402	46	47	.5	395	4	187	2	55	1	2592	27	9668	9
Calvert	209	27	6	1	156	20			60	8	6	1	26	3	206	30	761	10
Caroline	101	16	3	.5	320	50	2	.3	17	3	1	.2	4	4	130	29	651	14
Carroll	296	12	53	2	895	37	14	1	47	2	20	1	57	2	1040	43	2436	12
Cecil	232	16	13	1	301	26	5	.3	27	2	2	.1	2	2	777	54	1444	11
Charles	489	19	19	1	411	16	6	.2	41	2	13	1	62	2	1170	47	2514	14
Dorchester	76	10	59	8	191	25			59	8	5	1	6	1	310	48	775	14
Frederick	370	14	29	1	525	20	10	.4	71	3	49	2	63	2	1355	53	2569	11
Garratt	51	13	6	2	129	33	1	.3	1	.3	10	3	4	1	174	45	387	7
Harford	851	29	38	1	1035	35	16	1	20	1	56	2	56	2	848	29	2935	9
Howard	236	7	27	1	1134	31	8	.2	219	6	27	1	69	2	1873	52	3613	14
Kent	100	27	3	1	82	22	1	.3	5	1	1	.3	1	1	181	48	377	12
Montgomery	670	6	186	2	2064	19	111	1	660	6	99	1	298	3	6408	60	10667	10
Prince Geo.'s	874	6	240	2	2391	16	75	1	327	2	215	1	205	1	9454	65	14609	11
Queen Anne's	158	32	1	.2	154	31			1	.2	3	1	25	5	133	31	496	10
St. Mary's	302	21	2	.1	396	28	2	.1	40	3	8	1	21	1	563	40	1410	11
Somerset	99	23			194	44	1	.2	5	1	5	1	1	1	133	30	439	11
Talbot	93	20	28	6	126	27			3	1	1	.2	3	1	206	44	464	11
Washington	333	13	14	1	1043	40	3	.1	9	.3	6	.2	2	1	1100	42	2629	13
Wicomico	194	16	1	.1	343	29	2	.2	28	2	21	2	2	.2	583	50	1176	10
Worcester	115	24	5	1	231	47	1	.2			2	.4			129	26	487	9
Total State	11026	12	1424	2	24392	27	427	.5	2834	3	1018	1	1834	2	46024	50	91276	12

* Data Source: SSIS Report #3, December 1 Child Count, Run on 02/08/80

INCIDENCE OF EACH HANDICAPPING CONDITION*
 SCHOOL YEAR 1980-1981
 AFS 0-21

Local Init	Mentally Retarded	Learning Impaired	Speech Impaired	Visually Handicapped	Emotionally Disturbed	Orthopedically Impaired	Other Health Impaired	Specific Learning Disability	Multiple Handicapped	Deaf Blind	TOTAL					
Allagany	99	5.4	10	537	29.2	9	5	27	1.5	1090	59.2	24	1.3	1	1840	13.7
Anne Arundel	829	9.3	118	2480	27.9	20	2	85	1.2	4180	51.5	204	2.3	0	8092	12.7
Baltimore City	2407	10.2	450	5339	25.5	110	.5	282	1.7	12923	54.9	450	1.9	8	23544	18.1
Baltimore	1786	17.7	142	4331	43.6	56	.6	106	1.1	12113	31.9	58	.6	0	10078	10.1
Calvert	185	21.8	3	214	29.3	0	0	6	.7	544	43	17	2	0	847	10.8
Caroline	110	15.7	2	311	48.6	2	.3	18	2.6	218	31.1	9	1.3	0	702	15.2
Cecil	282	11.4	44	1036	40.8	21	.9	57	2.3	975	39.5	24	1	0	2468	12.3
Charles	189	14.5	11	335	25.8	3	.2	35	2.7	699	53.8	23	1.8	0	1300	10.1
Chesapeake	509	20.8	22	415	17	7	.3	52	2.1	1335	54.6	47	1.9	0	2444	13.9
Frederick	93	10.7	49	200	30.8	1	.1	73	8.4	326	37.5	29	3.3	0	870	16.7
Garrett	450	14.5	44	682	21.9	12	.4	96	3.1	1343	49.6	134	4.3	1	3112	13.3
Harford	61	11.2	10	227	41.5	1	.2	1	.2	214	39.2	6	1.1	0	546	10.1
Howard	823	24.3	45	1210	35.7	16	.5	17	.3	1230	36.3	19	.6	1	3391	11.0
Kent	264	5.5	38	1503	31.2	20	.4	325	6.7	2509	52	50	1	0	4824	19.1
Montgomery	54	19.1	0	62	21.9	0	0	7	2.5	155	54.8	5	1.8	0	203	9.9
Prince George's	572	5.7	176	1042	18.4	109	1.1	583	5.8	92	62.2	398	4	0	10007	19.1
Queen Anne's	717	5	250	2450	17.1	78	.5	278	1.9	197	62	857	6	0	14308	11.7
St. Mary's	157	31.1	2	128	25.3	0	0	3	.6	4	7.5	3	.6	0	505	10.7
Somerset	285	17	7	997	35.6	5	.3	47	2.8	15	58.5	68	4.1	1	1617	13.7
Talbot	101	22.2	0	193	42.4	1	.2	7	1.5	5	40.5	7	1.5	0	455	12.0
Washington	101	19.5	31	160	30.9	0	0	2	.4	3	39.8	10	1.9	0	518	13.0
Wicomico	286	9.7	14	1447	49.2	3	.1	24	.8	12	1059	80	2.7	0	2941	14.5
Worcester	180	15.9	3	206	23.2	3	.3	27	2.4	11	54.7	2	.2	0	1135	9.5
Total State	84	16.8	3	214	42.9	1	.2	0	0	7	182	7	1.4	0	499	9.2
Total State	10,624	10.9	1,484	26,528	27.3	478	.5	2,067	3.0	1,023	1.1	1,588	1.6	15	97,186	12.9

Date Source: SSIS Report #3, December 1 Child Count

*Data Source: SSIS Report #3, December 1 Child Count

INCIDENCE OF EACH HANDICAPPING CONDITION*
FOR CHILDREN SERVED IN PUBLIC SCHOOL PROGRAMS
SCHOOL YEAR 1981-82
AGES 0-21

Local Unit	Mentally Retarded #	Hearing Impaired #	Speech Impaired #	Visually Handicapped #	Emotionally Disturbed #	Orthopedically Impaired #	Health Impaired #	Specific Learning Disability #	Multiple Handicapped #	Deaf/Blind #	Total #
Allegheny	117	13	495	5	44	15	20	764	32	1	1507
Anne Arundel	708	123	2606	22	531	95	84	5172	221	0	9562
Baltimore City	1296	158	4926	57	232	55	72	12582	568	0	19246
Baltimore	1741	124	3821	59	217	117	23	3734	125	0	9961
Calvert	159	6	193	2	37	7	10	415	22	0	851
Caroline	87	3	317	3	10	1	1	221	17	0	660
Carroll	280	34	958	18	50	38	28	862	30	0	2298
Cecil	194	10	344	3	52	2	3	711	28	0	1347
Charles	481	27	409	6	51	7	3	1370	54	0	2598
Dorchester	88	45	234	1	38	1	22	293	28	0	750
Frederick	422	43	821	19	151	119	128	1811	168	1	3483
Garrett	54	7	275	1	3	10	13	265	9	0	437
Harford	678	53	1184	20	28	31	6	1381	33	3	3417
Howard	124	15	848	6	181	31	11	1323	50	0	2589
Kent	50	0	67	0	1	1	0	111	44	0	274
Montgomery	643	202	2190	96	794	107	10	6626	496	0	11164
Prince George's	395	262	2460	74	301	197	103	9243	824	1	14050
Queen Anne's	94	2	84	0	1	3	16	144	1	0	345
St. Mary's	268	8	602	8	47	19	13	623	59	0	1547
Somerset	84	0	216	0	10	6	1	180	11	0	508
Talbot	102	30	151	0	2	0	8	220	11	0	524
Washington	300	13	1343	5	29	9	12	977	60	0	2748
Wicomico	186	2	354	2	24	7	2	721	4	0	1302
Worcester	66	2	198	2	1	7	2	225	8	0	511
Total State	8817	1183	25096	409	2835	885	591	49974	2903	6	92699
	9.5	1.3	27.1	.4	3.1	1.0	.6	53.9	3.1	.0	12.8

* Data Source: SSS Report #3, December 1, Child Count
Report Includes P.L. 94-142 and P.L. 89-313 Children

Percent for each handicap is the percent of special education enrollment
Percent for each LEA total is the percent of total enrollment

THE NUMBER AND PERCENT, BY HANDICAP, OF HANDICAPPED STUDENTS
SERVED IN MARYLAND PUBLIC SCHOOL PROGRAMS AND IN NONPUBLIC
PROGRAMS REQUIRING STATE TUITION ASSISTANCE

School Year 1982-83

Ages 0-21

Local Unit	Mentally Retarded	Hearing Impaired	Speech Impaired	Visually Handicapped	Emotionally Disturbed	Orthopedically Impaired	Other Health Impaired	Specific Learning Disability	Multi-Handicapped	Deaf/Blind	Total											
#	%	#	%	#	%	#	%	#	%	#	%											
Total State	7892	8.7	1105	1.2	24603	27.0	4290	5.5	3406	3.7	845	.9	712	.8	48782	53.6	3289	3.6	5	.0	91059	13.0
Allegheny	121	8.1	13	.9	516	34.5	3	.2	48	3.2	10	.7	25	1.7	729	48.8	28	1.9	1	.1	1694	11.9
Anne Arundel	606	6.2	101	1.0	2534	25.8	21	.2	619	6.3	88	.9	123	1.3	5337	56.3	208	2.1	0	.0	9837	15.0
Baltimore City	1390	7.0	181	.9	5297	26.5	84	.4	441	2.2	73	.4	80	.4	11675	58.5	735	3.7	0	.0	19056	16.7
Baltimore County	1295	15.5	89	1.1	2563	30.6	40	.5	185	2.2	65	.8	24	.3	3838	45.8	272	3.2	0	.0	8371	9.5
Calvert	133	14.7	9	1.0	213	23.6	1	.1	26	2.9	7	.8	12	1.3	476	52.8	25	2.8	0	.0	902	11.6
Caroline	85	12.7	4	.6	286	42.8	4	.6	7	1.0	2	.3	1	.1	253	37.8	27	4.0	0	.0	669	15.2
Carroll	276	10.4	32	1.2	1179	44.5	18	.7	67	2.5	47	1.8	36	1.4	938	36.2	36	1.4	0	.0	2649	13.6
Cecil	184	13.4	7	.5	312	22.8	5	.4	59	4.3	5	.4	2	.1	765	55.8	31	2.3	0	.0	1370	11.0
Charles	423	18.6	27	1.2	417	18.3	7	.3	56	2.5	9	.4	5	.2	1294	56.8	39	1.7	0	.0	2277	13.4
Dorchester	77	10.4	29	3.9	275	37.3	4	.5	25	3.4	0	.0	17	2.3	263	35.6	48	6.5	0	.0	738	14.2
Frederick	270	10.9	16	.6	631	25.4	10	.4	105	4.2	116	4.7	97	3.9	1100	44.2	141	5.7	1	.0	2487	10.7
Gaithersburg	52	7.9	13	2.0	280	42.4	1	.2	4	.6	9	1.4	23	3.5	269	40.7	10	1.5	0	.0	661	1.6
Harford	674	19.2	59	1.7	1160	33.1	15	.4	44	1.3	29	.8	9	.3	1487	42.4	30	.9	2	.1	3509	12.2
Howard	152	4.3	24	.7	1262	35.9	13	.4	325	9.2	48	1.4	29	.8	1590	45.2	71	2.0	0	.0	3514	14.5
Kent	46	15.3	0	.0	75	24.9	0	.0	1	.3	1	.3	3	1.0	150	49.8	25	8.3	0	.0	301	11.9
Montgomery	620	5.4	205	1.8	2333	20.3	106	.9	908	7.9	92	.8	31	.3	6608	57.4	600	5.2	0	.0	11503	12.4
Prince George's	470	3.6	244	1.9	2189	16.7	67	.5	349	2.7	185	1.4	108	.8	8668	66.3	801	6.1	1	.0	13082	11.7
Queen Anne's	96	23.9	1	.2	98	24.4	2	.5	4	1.0	3	.7	19	4.7	178	44.3	1	.2	0	.0	402	8.7
St. Mary's	245	14.8	7	.4	631	38.2	9	.5	45	2.7	17	1.0	31	1.9	612	37.0	55	3.5	0	.0	1652	14.6
Bumstead	67	11.5	0	.0	377	47.7	0	.0	14	2.4	4	.7	6	1.0	201	34.0	12	2.1	0	.0	501	16.4
Talbot	100	18.6	25	4.5	162	30.1	1	.2	3	.6	0	.0	9	1.7	224	41.6	14	2.6	0	.0	530	16.2
Washington	274	9.9	13	.5	1347	48.9	4	.1	39	1.4	20	.7	17	.6	983	35.7	57	2.1	0	.0	2754	14.7
Wicomico	169	13.6	2	.2	340	27.4	3	.2	31	2.5	10	.8	3	.2	671	54.2	10	.8	0	.0	1239	10.8
Worcester	67	11.7	4	.7	226	39.4	2	.3	1	.2	5	.9	2	.3	253	44.2	13	2.3	0	.0	573	11.5

Percent in each Handicap column is the percent of special education enrollment.
Percent in Total column is the percent of public school enrollment.

*Source: SSIS Report #3, December 1, 1982 child count

THE NUMBER AND PERCENT, BY HANDICAP, OF HANDICAPPED STUDENTS
SERVED IN MARYLAND PUBLIC SCHOOL PROGRAMS, STATE OPERATED
PROGRAMS, AND IN NONPUBLIC PROGRAMS REQUIRING STATE
TUITION ASSISTANCE

School Year 1983-84

Ages 0-21

Local Unit	Mentally Retarded # %	Hearing Impaired # %	Speech Impaired # %	Visually Handicapped # %	Emotionally Disturbed # %	Orthopedically Impaired # %	Other Health Impaired # %	Specific Learning Disability # %	Multihand- icapped # %	Deaf/ blind # %	Total # %
Total State	7663 8.3	1567 1.7	25064 27.2	660 .7	3953 4.3	867 .9	893 .9	47678 51.8	3663 3.9	90 .1	92098 13.3
Allegany	110 7.8	15 1.1	491 34.7	2 .1	67 4.7	10 .7	43 3.0	651 40.0	26 1.8	1 .1	1416 11.5
Anne Arundel	509 5.3	92 1.0	2305 24.2	21 .2	675 7.1	90 .9	125 1.3	5498 57.6	272 2.3	2 .0	9539 14.8
Baltimore City	1408 7.6	224 1.2	5081 27.3	102 .5	580 3.1	71 .4	72 .4	10346 55.6	718 3.9	4 .0	18606 15.9
Baltimore	1297 16.5	95 1.1	2667 29.9	41 .5	167 1.9	68 .8	38 .4	4224 47.3	324 3.6	2 .0	8923 10.6
Calvert	116 11.9	8 .8	251 25.8	2 .2	28 2.9	5 .5	11 1.1	528 54.2	25 2.6	0 .0	974 12.3
Caroline	80 11.7	6 .9	249 36.4	4 .6	8 1.2	1 .1	2 .3	286 41.8	49 7.2	0 .0	685 15.6
Cecil	272 9.7	32 1.1	1330 47.3	14 .5	58 2.1	50 1.8	26 .9	982 35.0	45 1.6	0 .0	2809 14.6
Cell	183 12.5	7 .5	334 22.8	3 .2	63 4.3	6 .4	5 .3	829 56.5	38 2.6	0 .0	1468 12.0
Charles	373 16.9	26 1.2	440 19.9	10 .5	56 2.5	9 .4	7 .3	1252 56.6	39 1.8	0 .0	2212 13.1
Chesapeake	70 8.5	22 2.7	326 39.4	5 .6	18 2.2	0 .0	42 5.1	284 34.3	61 7.4	0 .0	828 16.1
Frederick	257 8.6	23 .8	779 26.0	14 .5	161 5.4	133 4.4	127 4.2	1308 43.7	189 6.3	1 .0	2992 12.9
Harrell	45 7.1	15 2.4	260 40.8	1 .2	10 1.6	5 .8	26 4.1	264 41.4	11 1.7	0 .0	637 12.4
Harford	615 17.7	55 1.6	1073 30.9	18 .5	54 1.6	30 .9	9 .3	1583 45.6	33 1.0	2 .1	3472 12.5
Howard	157 4.2	29 .8	1276 34.3	16 .4	417 11.2	56 1.5	50 1.3	1636 44.0	83 2.2	0 .0	3720 15.5
Kent	78 26.0	0 .0	64 21.3	0 .0	1 .3	1 .3	0 .0	144 48.3	12 .4	0 .0	300 12.2
Montgomery	587 5.1	197 1.7	2612 22.7	97 .8	871 7.6	88 .8	14 .1	6333 55.1	691 6.0	0 .0	11490 12.6
Prince George's	394 3.2	220 1.8	2096 16.8	73 .6	344 2.8	181 1.5	173 1.4	8210 65.8	784 6.3	4 .0	12479 11.5
Queen Anne's	71 16.9	1 .2	125 29.0	2 .5	5 1.2	2 .5	23 5.3	199 46.2	1 .2	0 .0	431 9.4
St. Mary's	273 13.7	10 .5	858 43.2	8 .4	64 3.2	15 .8	52 2.6	647 32.5	61 3.1	0 .0	1988 18.0
Towson	64 11.1	0 .0	252 43.5	1 .2	10 1.7	4 .7	7 1.2	229 39.6	12 2.1	0 .0	579 16.5
Talbot	95 19.5	24 4.9	151 31.0	1 .2	3 .6	1 .2	10 2.1	189 38.8	13 2.7	0 .0	487 13.3
Washington	291 9.9	11 .4	1463 49.7	4 .1	45 1.5	24 .8	25 .8	1029 34.9	52 1.8	1 .0	2945 16.2
Wicomico	163 13.7	4 .3	341 26.6	2 .2	29 2.4	11 .9	3 .3	627 52.6	12 1.0	1 .1	1193 10.6
Worcester	61 10.7	3 .5	234 41.0	1 .2	1 .2	5 .9	3 .5	251 44.0	12 2.1	0 .0	571 11.5
State Operated Programs	92 6.8	448 33.1	6 .4	218 16.1	218 16.1	1 .1	0 .0	149 11.0	150 11.1	72 5.3	1354

Percent in each Handicap column is the percent of special education enrollment.
Percent in Total column is the percent of public school enrollment.

*Source: SSIS Report #3, December 1, 1983 child count

TABLE 1

* THE NUMBER AND PERCENT, BY HANDICAP, OF HANDICAPPED STUDENTS SERVED IN MARYLAND PUBLIC SCHOOL PROGRAMS, STATE OPERATED PROGRAMS AND IN NONPUBLIC PROGRAMS

School Year 1984-85

Age 0-21

Local Unit	Mentally Retarded #	Hearing Impaired #	Speech Impaired #	Visually Handicapped #	Emotionally Disturbed #	Orthopedically Impaired #	Cerebral Palsy #	Specific Learning Disability #	Multihandicapped #	Deaf/Blind #	Totals #
Total State	7137	1494	25582	821	4093	868	1099	46720	3629	106	91549
Allegany	106	8.3	11	.9	450	35.1	1	1	1	1	1281
Anne Arundel	470	4.7	92	1.0	2464	76.4	1	1	1	1	9334
Baltimore City	1510	6.7	176	1.7	2464	76.4	1	1	1	1	18718
Baltimore County	1702	10.8	176	1.7	2464	76.4	1	1	1	1	20727
Calvert	96	10.0	6	.6	2464	76.4	1	1	1	1	982
Carroll	67	9.0	6	.8	2464	76.4	1	1	1	1	748
Cecil	275	9.0	7	.8	2464	76.4	1	1	1	1	3070
Charles	120	8.4	12	1.2	2464	76.4	1	1	1	1	1318
Dorchester	23	6.4	4	.4	2464	76.4	1	1	1	1	233
Frederick	251	7.6	23	2.3	2464	76.4	1	1	1	1	2718
Garrett	42	6.7	7	.7	2464	76.4	1	1	1	1	425
Howard	172	12.1	40	4.0	2464	76.4	1	1	1	1	2072
Kent	16	2.8	1	.1	2464	76.4	1	1	1	1	166
Montgomery	561	5.1	200	1.8	2464	76.4	1	1	1	1	10992
Prince George's	148	4.4	23	2.3	2464	76.4	1	1	1	1	1525
Queen Anne's	163	14.3	1	.1	2464	76.4	1	1	1	1	1525
St. Mary's	116	12.5	1	.1	2464	76.4	1	1	1	1	1224
Somerset	57	9.9	0	0	2464	76.4	1	1	1	1	574
Talbot	63	13.6	10	2.1	2464	76.4	1	1	1	1	470
Washington	718	10.4	10	1.0	2464	76.4	1	1	1	1	7735
Wicomico	160	15.1	5	.5	2464	76.4	1	1	1	1	1661
Worcester	60	11.1	2	.2	2464	76.4	1	1	1	1	595
State Oper. Prog.	98	8.2	438	27.2	440	21.1	209	13.1	1	1	1324

Percent in each handicap column is the percent of special education enrollment.
Percent in total column is the percent of public school enrollment.

Source: 5515 Report #3, December 1, 1984, child count

NOTE: a. Total percent is the total number of handicapped students divided by the enrollment of public school students, excluding the census at state operated and correctional facilities.

PRINCE GEORGE'S COUNTY PUBLIC SCHOOLS
SPECIAL EDUCATION COST STUDY

February 20, 1985

Prince George's County Public Schools

Special Education Cost Study

Attached are two sets of presentations of special education costs for Prince George's County covering the fiscal years 1979 through 1986. The first set, page numbers prefixed with an "A", displays the total direct instructional expenditures and sources of revenue for the program. It includes an estimate of two fringe benefits, social security and retirement, which are expenditures carried in the state budget. The costs of these are necessarily estimates since they do not reside in our local budget and are not routinely displayed in readily available statistical tables published by MSDE. It is believed that these estimates are reliable since they are based on the application of known state rates applied to salary data from our historical files.

The second set of tables and graphs depict the same direct instructional expenditures and revenues but exclude the aforementioned state paid benefits. In providing the information in this form, we eliminate potential contention concerning the accuracy of estimating these benefit costs.

The conclusions that emerge from these two views are the same and differ only in degree.

- (1) Special education costs have increased as a share of the total budget (see page B-1). Excluding state paid benefits, they increased from 8.4% of the total in FY-79 to 10.3% in FY-84. The increase appears to have stabilized in FY-85 and FY-86.
- (2) State and federal revenues supporting the program have decreased as a percentage of the total. The share paid from general fund revenues (an amalgam of county funds, tuition and other board sources, and undesignated state and federal

aid) has increased to both compensate for reduced state/federal shares and to meet increasing program costs.

Given the legal mandates imposed on the school system by the state and federal governments, it seems inappropriate that their shares of program expenditures decrease. The point is well illustrated on page A-1. Overall program costs rise from \$29.7 million in FY-81 to \$42.9 million estimated for FY-86, but the major state revenue source, the excess cost formula, remains frozen at \$13.5 million. Federal funds actually decrease over the same period.

In terms of purchasing power, the \$13.5 million excess cost allocation (which comprises the bulk of state funds available for in-county special education programming) has decreased by over 20% during the period it has been frozen, FY-81 to FY-85. The decline will continue unless new funds are added to the formula.

Given the specificity in which the state and federal governments mandate the delivery of special education services, it seems appropriate to press for at least a maintenance level of funding. If these governing bodies provided the same 72.1% share as in FY-81 (the high point of support), our revenue from these sources would be nearly \$6 million greater in FY-86.

This study does not address the effects of declining enrollment and changes in the mix of services provided through the program. There has been some shift in the distribution of pupils among the various service levels during the period of the study (see page C-1). For example, the number of pupils served in resource rooms and self-contained classes in regular schools has declined. At the same time there have been increases in the number of pupils receiving level II itinerant services such as speech, occupational and physical therapy and level V services in special education centers within the school system as well as in the number of pupils in nonpublic schools.

EXPENDITURES:	FY-79	FY-80	FY-81	FY-82	FY-83	FY-84	FY-85	FY-86
	Actual	Actual	Actual	Actual	Actual	Actual	Budget	Budget
Salaries								
Professional	16,085,856	17,876,175	18,939,177	21,111,651	22,548,359	22,704,039	24,087,487	25,571,576
Classified	1,679,217	2,516,232	2,691,513	2,967,819	2,993,552	3,349,463	3,690,082	3,938,240
Part-time	1,429,795	1,131,778	1,254,407	1,085,336	863,144	1,034,893	1,212,519	1,171,948
Total Salaries	19,194,868	21,524,185	22,885,097	25,164,806	26,405,055	27,088,395	28,990,088	30,681,764
Benefits	3,001,086	3,357,549	4,954,088	5,708,920	6,256,654	7,452,237	8,083,281	8,376,984
Contracts	135,316	131,020	166,560	146,386	130,078	132,459	183,217	157,505
Supplies	216,851	233,745	242,602	220,878	249,637	279,699	308,797	314,938
Other Expense	132,206	153,542	180,599	180,012	139,011	143,324	164,804	150,930
Repl. Equip.	34,281	3,500	1,686	6,214	11,972	18,214	22,066	20,041
Add'l Equip.	250,632	15,950	17,826	11,069	45,353	55,271	5,000	102,174
Tuition	1,060,880	893,680	1,266,218	1,523,448	1,756,238	2,167,542	2,581,458	3,122,336
Total Special Ed.	24,026,120	26,313,171	29,714,676	32,961,733	34,993,998	37,337,141	40,338,711	42,926,672
Total Cost								

Percent Change from Prior Year	9.5%	12.9%	10.9%	6.2%	6.7%	8.0%	6.4%
Cumulative Pct Chg from FY-79	9.5%	23.7%	37.2%	45.6%	55.4%	67.9%	78.7%

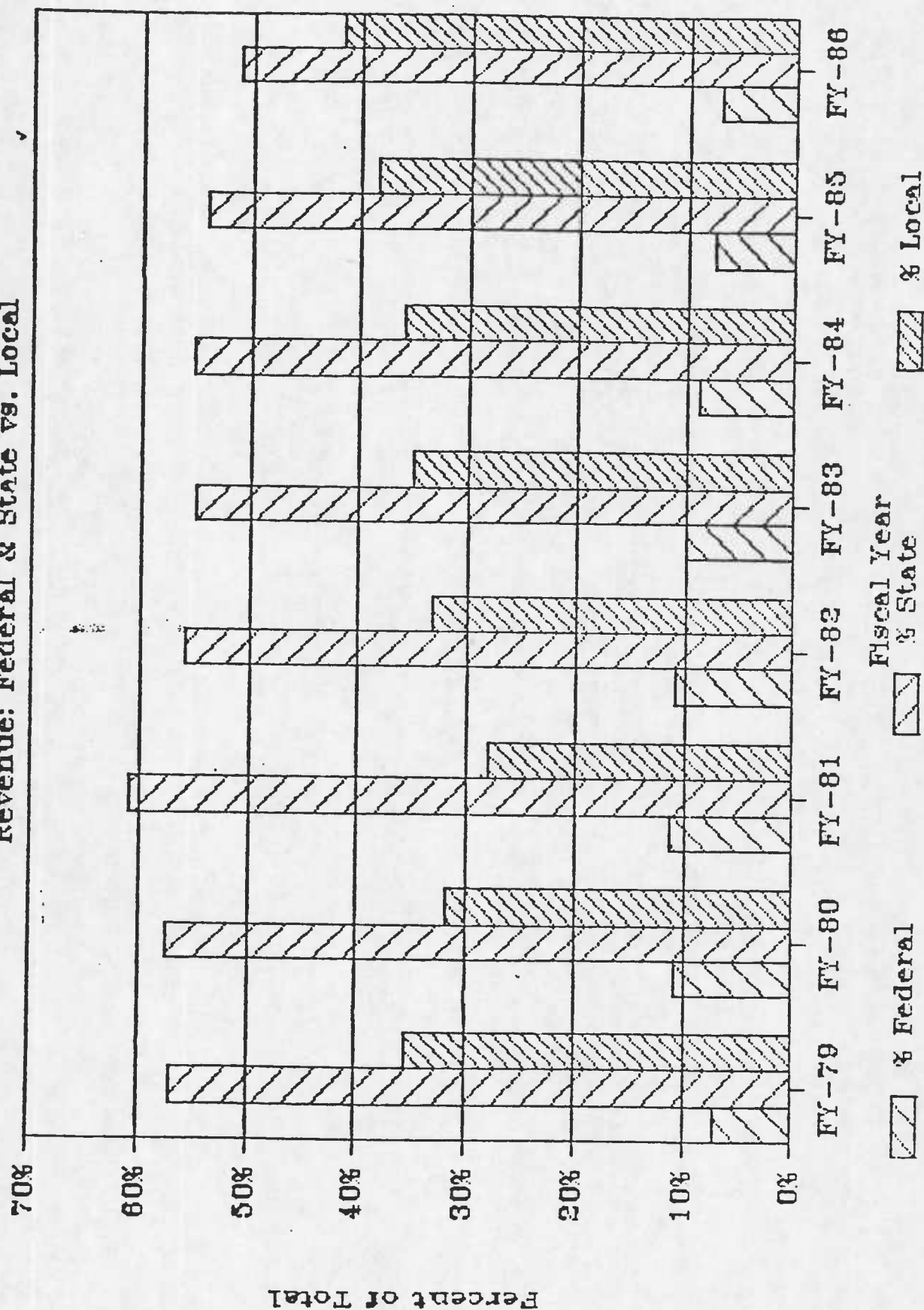
REVENUE:	FY-79	FY-80	FY-81	FY-82	FY-83	FY-84	FY-85	FY-86
	Actual	Actual	Actual	Actual	Actual	Actual	Budget	Budget
State Aid								
Excess Cost Formula	10,792,479	12,078,184	13,479,477	13,479,477	13,479,477	13,479,477	13,479,477	13,479,477
All Other	2,949,070	3,035,863	4,611,417	4,961,475	5,798,181	7,134,572	8,315,378	8,474,131
Total State	13,741,549	15,114,047	18,090,894	18,440,952	19,277,658	20,614,049	21,794,855	21,953,608
Federal Aid	1,739,432	2,830,246	3,327,853	3,564,358	3,453,531	3,242,295	3,031,936	3,025,944
Total State & Federal	15,480,981	17,944,293	21,418,747	22,005,310	22,731,189	23,856,344	24,826,791	24,979,552
General Funds	8,545,139	8,368,878	8,295,929	10,956,423	12,262,809	13,480,797	15,511,920	17,947,120
Total Revenue	24,026,120	26,313,171	29,714,676	32,961,733	34,993,998	37,337,141	40,338,711	42,926,672

REVENUE - PERCENT OF TOTAL: State Aid	FY-79	FY-80	FY-81	FY-82	FY-83	FY-84	FY-85	FY-86
	Actual	Actual	Actual	Actual	Actual	Actual	Budget	Budget
Excess Cost Formula	44.9%	45.9%	45.4%	40.9%	38.5%	36.1%	33.4%	31.4%
All Other	12.3%	11.5%	15.5%	15.1%	16.6%	19.1%	20.6%	19.7%
Total State	57.2%	57.4%	60.9%	55.9%	55.1%	55.2%	54.0%	51.1%
Federal Aid	7.2%	10.8%	11.2%	10.8%	9.9%	8.7%	7.5%	7.0%
Total State & Federal	64.4%	68.2%	72.1%	66.8%	65.0%	63.9%	61.5%	58.2%
General Funds	35.6%	31.8%	27.9%	33.2%	35.0%	36.1%	38.5%	41.8%
Total Revenue	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

REVENUE - PERCENT CHANGE BY SOURCE: State Aid	FY-79	FY-80	FY-81	FY-82	FY-83	FY-84	FY-85	FY-86
	Actual	Actual	Actual	Actual	Actual	Actual	Budget	Budget
Excess Cost Formula	11.9%	11.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
All Other	2.9%	51.9%	16.9%	7.6%	23.0%	16.6%	16.6%	1.9%
Total State	10.0%	19.7%	1.9%	4.5%	6.9%	5.7%	5.7%	0.7%
Federal Aid	62.7%	17.6%	7.1%	-3.1%	-6.1%	-6.5%	-6.5%	-0.2%
Total State & Federal	15.9%	19.4%	3.3%	4.9%	4.1%	4.1%	4.1%	0.6%
General Funds	-2.1%	-0.9%	11.9%	9.9%	15.1%	15.7%	15.7%	15.7%
Total Revenue	9.5%	12.9%	6.2%	6.7%	8.0%	8.0%	8.0%	6.4%

SPECIAL EDUCATION

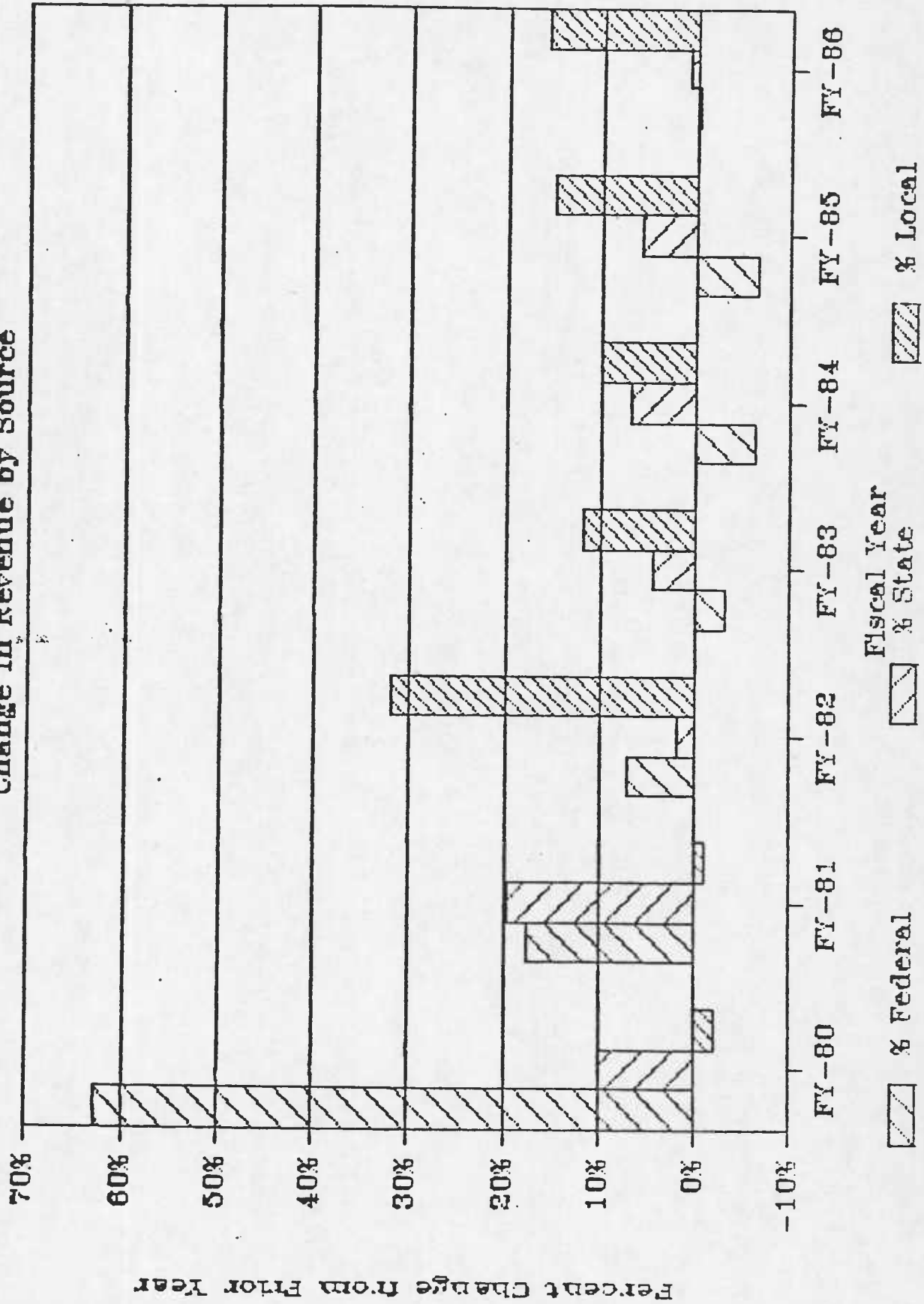
Revenue: Federal & State vs. Local



Includes an estimate of Social Security and Retirement costs included in the State's budget.

SPECIAL EDUCATION

Change in Revenue by Source



Includes an estimate of Social Security and Retirement costs included in the State's budget.

EXPENDITURES:	FY-79	FY-80	FY-81	FY-82	FY-83	FY-84	FY-85	FY-86
	Actual	Actual	Actual	Actual	Actual	Actual	Budget	Budget
Salaries								
Professional	16,085,856	17,876,175	18,939,177	21,111,651	22,548,359	22,704,039	24,087,487	25,571,576
Classified	1,679,217	2,516,232	2,691,513	2,967,819	2,993,552	3,349,463	3,690,082	3,938,240
Part-time	1,429,795	1,131,778	1,254,407	1,085,336	863,144	1,034,893	1,212,519	1,171,948
Total Salaries	19,194,868	21,524,185	22,885,097	25,164,806	26,405,055	27,088,395	28,990,088	30,681,764
Benefits								
Contracts	982,410	1,142,428	1,419,500	1,833,667	1,844,043	1,994,828	2,101,793	2,149,180
Supplies	135,316	131,020	166,560	146,386	130,078	132,459	183,217	157,505
Other Expense	216,851	233,745	242,602	220,878	249,637	279,699	308,797	314,938
Repl. Equip.	132,206	153,542	180,599	180,012	139,011	143,324	164,804	150,930
Add'l Equip.	34,281	3,500	1,686	6,214	11,972	18,214	22,066	20,041
Tuition	250,632	15,950	17,826	11,069	45,353	55,271	5,000	102,174
	1,060,880	893,680	1,266,218	1,523,448	1,756,238	2,167,542	2,581,458	3,122,336
Total Special Ed.	22,007,444	24,098,050	26,180,088	29,086,480	30,581,387	31,879,732	34,357,223	36,698,868
Total Cost								

Percent Change from Prior Year	9.5%	8.6%	11.1%	5.1%	4.2%	7.8%	6.8%
Cumulative Pct Chg from FY-79	9.5%	19.0%	32.2%	39.0%	44.9%	56.1%	66.8%
Percent of Total Budget	8.4%	8.8%	9.2%	9.6%	10.2%	10.3%	10.1%

REVENUE:	FY-79	FY-80	FY-81	FY-82	FY-83	FY-84	FY-85	FY-86
	Actual	Actual	Actual	Actual	Actual	Actual	Budget	Budget
State Aid								
Excess Cost Formula	10,792,479	12,078,184	13,479,477	13,479,477	13,479,477	13,479,477	13,479,477	13,479,477
All Other	930,394	820,742	1,076,829	1,086,222	1,385,570	1,677,163	2,333,890	2,246,327
Total State	11,722,873	12,898,926	14,556,306	14,565,699	14,865,047	15,156,640	15,813,367	15,725,804
Federal Aid								
	1,739,432	2,830,246	3,327,853	3,564,358	3,453,531	3,242,295	3,031,936	3,025,944
Total State & Federal	13,462,305	15,729,172	17,884,159	18,130,057	18,318,578	18,398,935	18,845,303	18,751,748
General Funds								
	8,545,139	8,368,878	8,295,929	10,956,423	12,262,809	13,480,797	15,511,920	17,947,120
Total Revenue	22,007,444	24,098,050	26,180,088	29,086,480	30,581,387	31,879,732	34,357,223	36,698,868

REVENUE - PERCENT OF TOTAL:

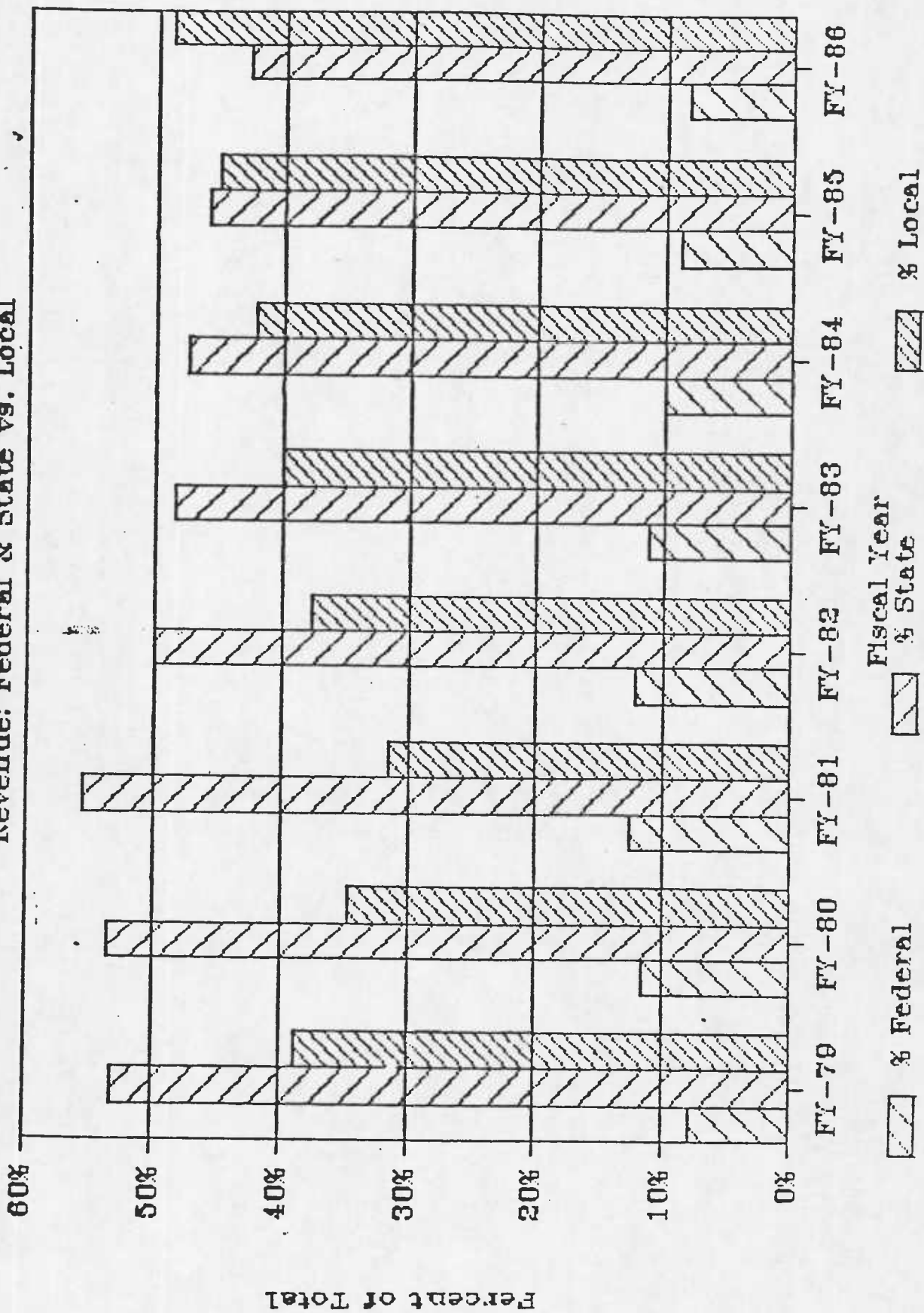
	FY-79 Actual	FY-80 Actual	FY-81 Actual	FY-82 Actual	FY-83 Actual	FY-84 Actual	FY-85 Budget	FY-86 Budget
State Aid								
Excess Cost Formula	49.0%	50.1%	51.5%	46.3%	44.1%	42.3%	✓ 39.2%	36.7%
All Other	4.2%	3.4%	4.1%	3.7%	4.5%	5.3%	6.8%	6.1%
Total State	53.3%	53.5%	55.6%	50.1%	48.6%	47.5%	46.0%	42.9%
Federal Aid	7.9%	11.7%	12.7%	12.3%	11.3%	10.2%	8.8%	8.2%
Total State & Federal	61.2%	65.3%	68.3%	62.3%	59.9%	57.7%	54.9%	51.1%
General Funds	38.8%	34.7%	31.7%	37.7%	40.1%	42.3%	45.1%	48.9%
Total Revenue	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

REVENUE - PERCENT CHANGE

BY SOURCE:								
State Aid								
Excess Cost Formula	11.9%	11.6%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
All Other	-11.8%	31.2%	27.6%	0.9%	21.0%	39.2%	-3.8%	
Total State	10.0%	12.8%	2.1%	0.1%	2.0%	4.3%	-0.6%	
Federal Aid	62.7%	17.6%	-3.1%	7.1%	-6.1%	-6.5%	-0.2%	
Total State & Federal	16.8%	13.7%	1.0%	1.4%	0.4%	2.4%	-0.5%	
General Funds	-2.1%	-0.9%	11.9%	32.1%	9.9%	15.1%	15.7%	
Total Revenue	9.5%	8.6%	5.1%	11.1%	4.2%	7.8%	6.8%	

SPECIAL EDUCATION

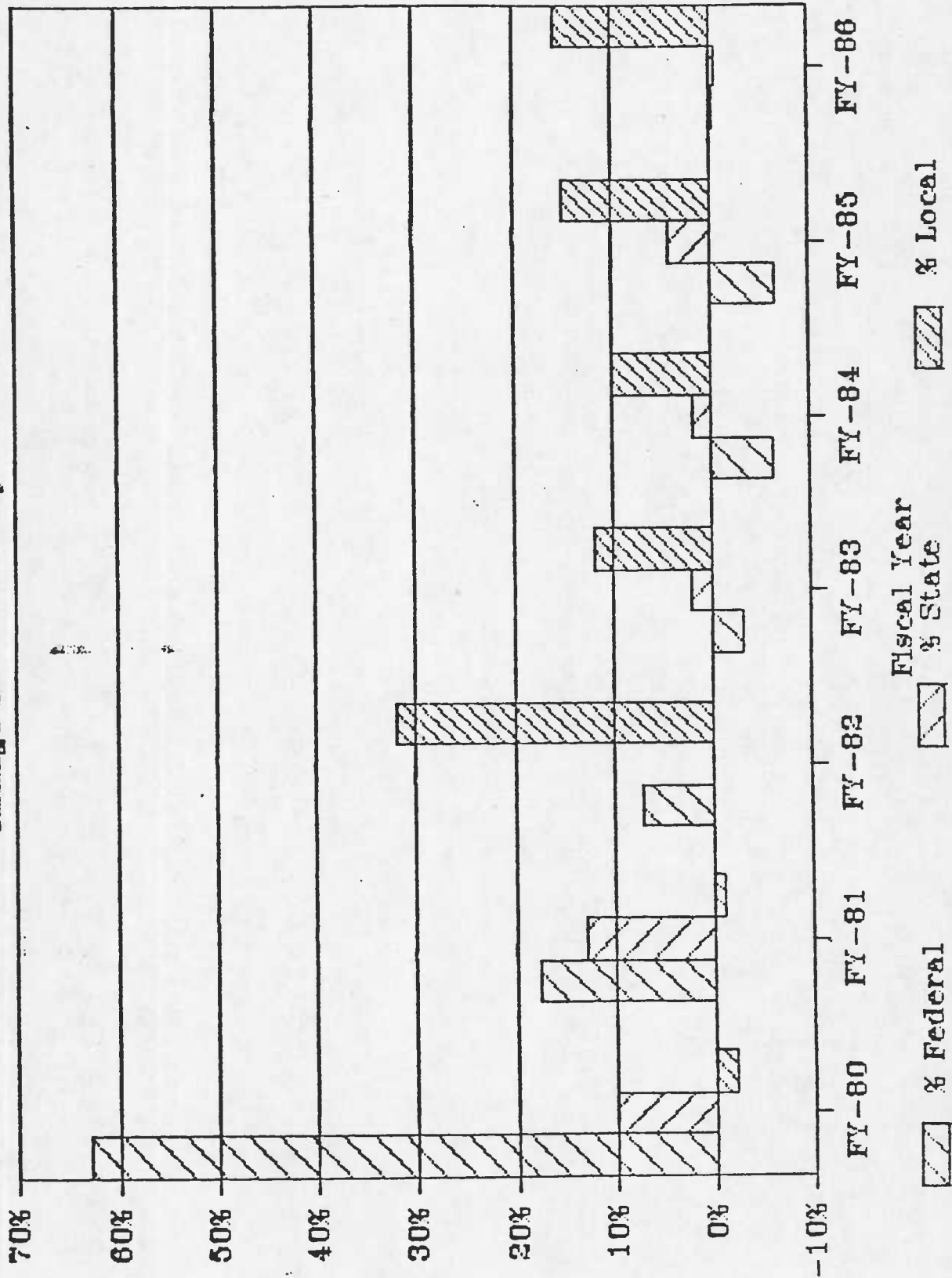
Revenue: Federal & State vs. Local



Does not include Social Security and Retirement costs included in the State's budget.

SPECIAL EDUCATION

Change in Revenue by Source



Does not include Social Security and Retirement costs included in the State's budget.

	FY-79 Actual	FY-80 Actual	FY-81 Actual	FY-82 Actual	FY-83 Actual	FY-84 Actual	FY-85 Budget	FY-86 Budget
K-12 Services								
Level II								
Speech	4,674	4,731	4,839	5,368	5,028	4,806	4,776	4,739
Motor Development	1,264	1,585	1,693	1,391	1,292	1,554	1,554	1,554
Physical & Occupational	363	943	1,199	1,247	1,283	1,141	1,141	1,141
Hearing	73	199	139	141	255	229	229	229
Vision	151	187	199	200	221	229	235	240
Early Identification	115	115	140	201	200	245	283	320
Counseling	96	200	319	423	503	485	485	485
Level III								
Resource Rooms	8,829	8,364	8,459	8,395	7,509	6,919	6,812	6,717
Level IV								
Self-Contained Classes	2,527	2,285	2,586	2,168	1,783	1,806	1,809	1,809
Level V								
Early Childhood Centers	306	387	393	416	428	434	434	470
Emotionally Impaired	275	355	396	421	455	435	435	32
Diagnostic Wings	146	112	111	115	117	119	119	435
Orthopedic Units	75	77	72	65	68	85	85	119
Vocational Schools	788	812	812	789	783	767	767	85
Multiple Handicapped Ctrs								767
Summer School								
Level II								
Early Identification	52	42	67	36		44	52	60
Level IV								
Parent/Infant	18	19	26	17		12	16	21
Level V								
Hearing	15	10	13	10		16	13	14
Orthopedic	66	78	87	54		47	49	51
Bridge	160	176	175	133		135	150	150
Multiple Handicapped	484	474	459	346		335	293	321
Home & Hospital								
Total	887	947	739	800	725	880	910	935
Psychoeducational Trtmt (RICA)								
Total	80	80	75	95	100	100	100	100
Nonpublic Placements								
Total	75	65	91	146	151	168	218	238

RESOURCE INFORMATION
FOR
SPECIAL EDUCATION FUNDING TASK FORCE
BY
DIVISION OF SPECIAL EDUCATION
MARYLAND STATE DEPARTMENT OF EDUCATION

MAY 29, 1986

CONTENTS

Enclosed for the Task Force review and discussion are the following three sets of charts:

1. Summary of Handicapped Student Information for Fiscal years 1983 through 1985.
2. Summary Information for Special Education Program Costs for Fiscal year 1985.
3. Summary Information Concerning four Transition Projects in Local Education Agencies.

Five Year Trends for Percentages of Handicapped Students
by Handicap and Local Education Agency

	MENTALLY RETARDED										HEARING IMPAIRED									
	82-83		83-84		84-85		85-86		86-87		82-83		83-84		84-85		85-86		86-87	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE TOTAL	7892	8.7	7663	8.3	7137	7.8	6934	7.8			1105	1.2	1567	1.7	1494	1.6	1350	1.5		
Allegany	121	8.1	110	7.8	106	8.3	120	9.0			13	0.9	15	1.1	11	0.9	8	.6		
Anne Arundel	606	6.2	509	5.3	440	4.7	419	4.8			101	1.0	92	1.0	94	1.0	81	.9		
Baltimore City	1390	7.0	1408	7.6	1510	8.2	1556	8.6			181	0.9	224	1.2	136	0.7	124	.7		
Baltimore County	1295	15.5	1297	14.5	1202	12.8	1113	11.8			89	1.1	95	1.1	112	1.2	103	1.1		
Calvert	133	14.7	116	11.9	96	10.0	73	7.6			9	1.0	8	0.8	6	0.6	8	.8		
Caroline	85	12.7	80	11.7	67	9.0	62	7.5			4	0.6	6	0.9	6	0.8	5	.6		
Carroll	276	10.4	272	9.7	279	9.1	259	8.4			32	1.2	32	1.1	27	0.9	23	.7		
Cecil	184	13.4	183	12.5	140	9.9	138	9.7			7	0.5	7	0.5	8	0.6	9	.6		
Charles	423	18.6	373	16.9	304	14.6	345	14.8			27	1.2	26	1.2	22	1.1	23	1.0		
Dorchester	77	10.4	70	8.5	53	6.4	56	6.2			29	3.9	22	2.7	21	2.5	25	2.8		
Frederick	270	10.9	257	8.6	251	7.6	258	7.9			16	0.6	23	0.8	23	0.7	45	1.4		
Garrett	52	7.9	45	7.1	42	6.7	35	5.5			13	2.0	15	2.4	13	2.1	16	2.5		
Hartford	674	19.2	615	17.7	532	17.3	486	15.2			59	1.7	55	1.6	40	1.3	38	1.2		
Howard	152	4.3	157	4.2	167	4.1	143	4.0			24	0.7	29	0.8	45	1.1	56	1.6		
Kent	46	15.3	78	26.0	66	24.8	58	20.7			0	0	0	0	1	0.4	1	.4		
Montgomery	620	5.4	587	5.1	561	5.1	542	5.3			205	1.8	197	1.7	200	1.8	200	2.0		
Prince George's	470	3.6	394	3.2	318	2.7	354	3.1			244	1.9	220	1.8	251	2.1	201	1.8		
Queen Anne's	96	23.9	73	16.9	65	14.3	62	12.8			1	0.2	1	0.2	1	0.2	4	.8		
St. Mary's	245	14.8	273	13.7	216	12.5	253	12.9			7	0.4	10	0.5	12	0.7	13	.7		
Somerset	67	11.5	64	11.1	57	9.9	60	11.1			0	0	0	0	0	0	0	0		
Talbot	100	18.6	95	19.5	63	13.4	50	13.9			25	4.6	24	4.9	10	2.1	2	.6		
Washington	274	9.9	291	9.9	278	10.2	249	9.6			13	0.5	11	0.4	10	0.4	11	.4		
Wicomico	169	13.6	163	13.7	160	15.1	159	13.0			2	0.2	4	0.3	5	0.5	7	.6		
Worcester	67	11.7	61	10.7	66	11.1	37	6.8			4	0.7	3	0.5	2	0.3	4	.7		

Notes: Percent in each Handicap column is the percent of special education enrollment
Percent in total column is the percent of public school enrollment
Enrollment of State Operated Programs is included in the State Totals, but not shown separately

Five Year Trends for Percentages of Handicapped Students
by Handicap and Local Education Agency

	EMOTIONALLY DISTURBED										ORTHOPEDICALLY IMPAIRED									
	82-83		83-84		84-85		85-86		86-87		82-83		83-84		84-85		85-86		86-87	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE TOTAL	3406	3.7	3953	4.3	4093	4.5	3724	4.2			845	0.9	867	0.9	868	0.9	763	.9		
Allegany	48	3.2	67	4.7	55	4.3	62	4.6			10	0.7	10	0.7	13	1.0	10	.8		
Anne Arundel	619	6.3	675	7.1	588	6.3	523	6.0			88	0.9	90	0.9	91	1.0	78	.9		
Baltimore City	441	2.2	580	3.1	735	4.0	719	4.0			73	0.4	71	0.4	62	0.3	58	.3		
Baltimore County	185	2.2	167	1.9	170	1.8	218	2.3			65	0.8	68	0.8	79	0.8	82	.9		
Calvert	26	2.9	28	2.9	30	3.1	29	3.0			7	0.8	5	0.5	3	0.3	8	.8		
Caroline	7	1.0	8	1.2	9	1.2	8	1.0			2	0.3	1	0.1	1	0.1	1	.1		
Carroll	67	2.5	58	2.1	70	2.3	81	2.6			47	1.8	50	1.8	54	1.8	64	2.1		
Cecil	59	4.3	63	4.3	52	3.7	47	3.3			5	0.4	6	0.4	6	0.4	9	.6		
Charles	56	2.5	56	2.5	65	3.1	62	2.7			9	0.4	9	0.4	6	0.3	8	.3		
Dorchester	25	3.4	18	2.2	20	2.4	19	19.0			0	0	0	0	0	0	0	0		
Frederick	105	4.2	161	5.4	177	5.3	175	5.4			116	4.7	133	4.4	141	4.3	16	.5		
Garrett	4	0.6	10	1.6	16	2.6	29	4.5			9	1.4	5	0.8	6	1.0	5	.8		
Harford	44	1.3	54	1.6	60	2.0	49	1.5			29	0.8	30	0.9	29	0.9	31	1.0		
Howard	325	9.2	417	11.2	533	13.0	416	11.6			48	1.4	56	1.5	66	1.6	54	1.5		
Kent	1	0.3	1	0.3	2	0.8	2	.7			1	0.3	1	0.3	0	0	3	1.1		
Montgomery	908	7.9	871	7.6	755	6.9	717	7.0			92	0.8	88	0.8	76	0.7	85	.8		
Prince George's	349	2.7	344	2.8	389	3.3	292	2.5			185	1.4	181	1.5	166	1.4	175	1.5		
Queen Anne's	4	1.0	5	1.2	4	0.9	2	.4			3	0.7	2	0.5	2	0.4	1	.2		
St. Mary's	45	2.7	64	3.2	60	3.5	73	3.7			17	1.0	15	0.8	16	0.9	27	1.4		
Somerset	14	2.4	10	1.7	13	2.3	11	2.0			4	0.7	4	0.7	8	1.4	3	.6		
Talbot	3	0.6	3	0.6	5	1.1	2	.6			0	0	1	0.2	2	0.4	1	.3		
Washington	39	1.4	45	1.5	48	1.8	41	1.6			20	0.7	24	0.8	27	1.0	30	1.2		
Wicomico	31	2.5	29	2.4	28	2.6	19	1.6			10	0.8	11	0.9	9	0.9	13	1.1		
Worcester	1	0.2	1	0.2	0	0	1	.2			5	0.9	5	0.9	4	0.7	1	.2		

Notes: Percent in each Handicap column is the percent of special education enrollment
Percent in total column is the percent of public school enrollment
Enrollment of State Operated Programs is included in the State Totals, but not shown separately

Five Year Trends for Percentages of Handicapped Students
by Handicap and Local Education Agency

	SPEECH IMPAIRED										VISUALLY HANDICAPPED									
	82-83		83-84		84-85		85-86		86-87		82-83		83-84		84-85		85-86		86-87	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE TOTAL	24603	27.0	25064	27.2	25582	27.9	25380	28.7			420	0.5	660	0.7	821	0.9	627	.7		
Allegany	516	34.5	491	34.7	450	35.1	483	36.2			3	0.2	2	0.1	1	0.1	5	.4		
Anne Arundel	2534	25.8	2305	24.2	2464	26.4	2166	24.8			21	0.2	21	0.2	20	0.2	23	.3		
Baltimore City	5297	26.5	5081	27.3	5360	29.1	5120	28.2			84	0.4	102	0.5	125	0.7	102	.6		
Baltimore County	2563	30.6	2667	29.9	2881	30.8	2921	30.9			40	0.5	41	0.5	43	0.5	45	.5		
Calvert	213	23.6	251	25.8	252	26.2	277	29.0			1	0.1	2	0.2	2	0.2	1	.1		
Caroline	286	42.8	249	36.4	276	36.9	313	37.8			4	0.6	4	0.6	5	0.7	6	.7		
Carroll	1179	44.5	1330	47.3	1473	48.0	1483	48.3			18	0.7	14	0.5	13	0.4	10	.3		
Cecil	312	22.8	334	22.8	346	24.4	347	24.5			5	0.4	3	0.2	3	0.2	3	.2		
Charles	417	18.3	440	19.9	431	20.7	533	22.8			7	0.3	10	0.5	10	0.5	11	.5		
Dorchester	275	37.3	326	39.4	342	41.0	346	38.4			4	0.5	5	0.6	6	0.7	6	.7		
Frederick	631	25.4	779	26.0	841	25.4	848	26.1			10	0.4	14	0.5	12	0.4	8	.2		
Garrett	280	42.4	260	40.8	236	37.8	238	37.2			1	0.2	1	0.2	1	0.2	0	0		
Harford	1160	33.1	1073	30.9	914	29.7	958	30.1			15	0.4	18	0.5	20	0.7	14	.4		
Howard	1262	35.9	1276	34.3	1390	34.0	1345	37.6			13	0.4	16	0.4	18	0.4	17	.5		
Kent	75	24.9	64	21.3	75	28.2	89	31.8			0	0	0	0	0	0	1	.4		
Montgomery	2333	20.3	2612	22.7	2660	24.2	2776	27.5			106	0.9	97	0.8	109	1.0	93	.9		
Prince George's	2189	16.7	2096	16.8	2037	17.0	2068	18.1			67	0.5	73	0.6	71	0.6	58	.5		
Queen Anne's	98	24.4	125	29.0	142	31.2	168	34.6			2	0.5	2	0.5	4	0.9	3	.6		
St. Mary's	631	38.2	858	43.2	698	40.5	760	38.7			9	0.5	8	0.4	9	0.5	10	.5		
Somerset	277	47.7	252	43.5	232	40.4	199	36.7			0	0	1	0.2	0	0	0	0		
Talbot	162	30.1	151	31.0	226	48.1	109	30.3			1	0.2	1	0.2	1	0.2	0	0		
Washington	1347	48.9	1463	49.7	1304	47.7	1218	47.0			4	0.1	4	0.1	6	0.2	10	.4		
Wicomico	340	27.4	341	28.6	280	26.4	356	29.1			3	0.2	2	0.2	1	0.1	2	.2		
Worcester	226	39.4	234	41.0	259	43.5	250	46.0			2	0.3	1	0.2	1	0.2	1	.2		

Notes: Percent in each Handicap column is the percent of special education enrollment
Percent in total column is the percent of public school enrollment
Enrollment of State Operated Programs is included in the State Totals, but not shown separately

Five Year Trends for Percentages of Handicapped Students
by Handicap and Local Education Agency

	OTHER HEALTH IMPAIRED										SPECIFIC LEARNING DISABILITY									
	82-83		83-84		84-85		85-86		86-87		82-83		83-84		84-85		85-86		86-87	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE TOTAL	712	0.8	893	0.9	1099	1.0	1051	1.2			48782	53.6	47678	51.8	46720	51.0	45591	51.5		
Allegany	25	1.7	43	3.0	49	3.8	42	3.2			729	48.8	651	46.0	568	44.3	580	43.5		
Anne Arundel	123	1.3	125	1.3	145	1.6	170	1.9			5537	56.3	5498	57.6	5236	56.2	4969	56.8		
Baltimore City	80	0.4	72	0.4	87	0.5	100	.6			11675	58.5	10346	55.6	10282	55.8	9850	54.2		
Baltimore County	24	0.3	38	0.4	38	0.4	46	.5			3838	45.8	4224	47.3	4479	47.8	4514	47.7		
Calvert	12	1.3	11	1.1	8	0.8	4	.4			476	52.8	528	54.2	542	56.3	540	56.5		
Caroline	1	0.1	2	0.3	1	0.1	1	.1			253	37.8	286	41.8	339	45.3	383	46.3		
Carroll	36	1.4	26	0.9	31	1.0	26	.8			958	36.2	982	35.0	1071	34.9	1069	34.8		
Cecil	2	0.1	5	0.3	6	0.4	6	.4			765	55.8	829	56.5	825	58.2	825	59.2		
Charles	5	0.2	7	0.3	11	0.5	16	.7			1294	56.8	1252	56.6	1198	57.5	1313	56.2		
Dorchester	17	2.3	42	5.1	36	4.3	36	4.0			263	35.6	284	34.3	290	34.7	326	36.2		
Frederick	97	3.9	127	4.2	164	4.9	55	1.7			1100	44.2	1308	43.7	1501	45.2	1631	50.1		
Garrett	23	3.5	26	4.1	24	3.8	23	3.6			269	40.7	264	41.4	276	44.2	282	44.1		
Harford	9	0.3	9	0.3	14	0.5	23	.7			1487	42.4	1583	45.6	1438	46.8	1554	48.7		
Howard	29	0.8	50	1.3	74	1.8	99	2.8			1590	45.2	1636	44.0	1698	41.5	1348	37.7		
Kent	3	1.0	0	0	0	0	0	0			150	49.8	144	48.3	115	43.2	120	42.9		
Montgomery	31	0.3	14	0.1	22	0.2	21	.2			6608	57.4	6333	55.1	5891	53.6	5605	54.8		
Prince George's	108	0.8	173	1.4	220	1.8	231	2.0			8668	66.3	8210	65.8	7782	65.0	7423	64.8		
Queen Anne's	19	4.7	23	5.3	30	6.6	15	3.1			178	44.3	199	46.2	205	45.1	227	46.8		
St. Mary's	31	1.9	52	2.6	74	4.3	66	3.4			612	37.0	647	32.5	605	35.1	736	37.5		
Somerset	6	1.0	7	1.2	10	1.7	5	.9			201	34.6	229	39.6	245	42.7	253	46.7		
Talbot	9	1.7	10	2.1	9	1.9	2	.6			224	41.6	189	38.8	145	30.9	187	51.9		
Washington	17	0.6	25	0.8	36	1.3	51	2.0			983	35.7	1029	34.9	980	35.8	944	36.4		
Wicomico	3	0.2	3	0.3	3	0.3	3	.2			671	54.2	627	52.6	559	52.7	633	51.7		
Worcester	2	0.3	3	0.5	7	1.2	9	1.7			253	44.2	251	44.0	246	41.3	236	43.4		

Notes: Percent in each Handicap column is the percent of special education enrollment
Percent in total column is the percent of public school enrollment
Enrollment of State Operated Programs is included in the State Totals, but not shown separately

Five Year Trends for Percentages of Handicapped Students
by Handicap and Local Education Agency

	MULTIHANDICAPPED										DEAF/BLIND									
	82-83		83-84		84-85		85-86		86-87		82-83		83-84		84-85		85-86		86-87	
	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%	N	%
STATE TOTAL	3289	3.6	3663	3.9	3629	4.0	3499	4.0			5	0	90	0.1	106	0.1	79			
Allegany	28	1.9	26	1.8	27	2.1	24	1.8			1	0.1	1	0.1	1	0.1	1			
Anne Arundel	208	2.1	222	2.3	246	2.6	317	3.6			0	0	2	0	0	0	2			
Baltimore City	735	3.7	718	3.9	619	3.4	548	3.0			0	0	4	0	2	0.1	0			
Baltimore County	272	3.2	324	3.6	363	3.9	415	4.4			0	0	2	0	0	0	4			
Calvert	25	2.8	25	2.6	23	2.4	15	1.6			0	0	0	0	0	0	0			
Caroline	27	4.0	49	7.2	44	5.9	48	5.8			0	0	0	0	0	0	0			
Carroll	36	1.4	45	1.6	52	1.7	55	1.8			0	0	0	0	0	0	0			
Cecil	31	2.3	38	2.6	32	2.3	34	2.4			0	0	0	0	0	0	0			
Charles	39	1.7	39	1.8	35	1.7	44	1.9			0	0	0	0	0	0	0			
Dorchester	48	6.5	61	7.4	67	8.0	86	9.5			0	0	0	0	0	0	0			
Frederick	141	5.7	189	6.3	207	6.2	217	6.7			1	0	1	0	1	0.1	1			
Garrett	10	1.5	11	1.7	11	1.8	11	1.7			0	0	0	0	0	0	0			
Harford	30	0.9	33	1.0	28	0.9	32	1.0			2	0.1	2	0.1	0	0	0			
Howard	71	2.0	83	2.2	103	2.5	95	2.7			0	0	0	0	0	0	3			
Kent	25	8.3	12	0.4	7	2.6	6	2.1			0	0	0	0	0	0	0			
Montgomery	600	5.2	691	6.0	718	6.5	691	6.8			0	0	0	0	0	0	0			
Prince George's	801	6.1	784	6.3	731	6.1	653	5.7			1	0	4	0	1	0.1	1			
Queen Anne's	1	0.2	1	0.2	2	0.4	3	.6			0	0	0	0	0	0	0			
St. Mary's	55	3.3	61	3.1	34	2.0	26	1.3			0	0	0	0	0	0	0			
Somerset	12	2.1	12	2.1	9	1.6	11	2.0			0	0	0	0	0	0	0			
Talbot	14	2.6	13	2.7	9	1.9	7	1.9			0	0	0	0	0	0	0			
Washington	57	2.1	52	1.8	45	1.7	40	1.5			0	0	1	0	1	0.1	0			
Wicomico	10	0.8	12	1.0	15	1.4	31	2.5			0	0	1	0.1	1	0.1	0			
Worcester	13	2.3	12	2.1	10	1.7	5	.9			0	0	0	0	0	0	2			

Notes: Percent in each Handicap column is the percent of special education enrollment
Percent in total column is the percent of public school enrollment
Enrollment of State Operated Programs is included in the State Totals, but not shown separately

THE NUMBER AND PERCENT, BY HANDICAP, OF HANDICAPPED STUDENTS
SERVED IN MARYLAND PUBLIC SCHOOL PROGRAMS, STATE OPERATED PROGRAMS
AND IN NON-PUBLIC PROGRAMS REQUIRING STATE TUITION ASSISTANCE

School Year 1984-85

Age 0-21

Local Unit	Mentally Retarded #	Hearing Impaired #	Speech Impaired #	Visually Handicapped #	Emotionally Disturbed #	Orthope- dically Impaired #	Other Health Impaired #	Specific Learning Disability #	Multi- handicapped #	Deaf/Blind #	Total #	%
Total State	6934	1350	25380	627	3724	763	1051	45591	3499	79	88998	13.3
Allegany	120	8	483	5	62	10	42	580	24	1	1335	11.4
Anne Arundel	419	81	2166	23	523	78	170	4969	317	2	8748	13.8
Baltimore City	1556	124	5120	102	719	58	100	9850	548	0	18177	16.2
Baltimore	1113	103	2921	45	218	82	46	4514	415	4	9461	11.7
Calvert	73	8	277	1	29	8	4	540	15	0	955	11.7
Caroline	62	5	313	6	8	1	1	383	48	1	828	19.2
Carroll	259	23	1483	10	81	64	26	1069	55	0	3070	15.4
Cecil	138	9	347	3	47	9	6	825	34	0	1418	11.7
Charles	345	23	533	11	62	8	16	1313	44	0	2355	14.0
Dorchester	56	25	346	6	19	0	36	326	86	1	901	18.2
Frederick	258	45	848	8	175	16	55	1631	217	2	3255	13.7
Garrett	35	16	238	0	29	5	23	282	11	0	639	12.5
Harford	486	38	958	14	49	31	23	1554	32	3	3188	11.7
Howard	143	56	1345	17	416	54	99	1348	95	0	3573	14.3
Kent	58	1	89	1	2	3	0	120	6	0	280	11.8
Montgomery	542	200	2776	93	717	85	21	5605	691	1	10731	11.6
Prince George's	354	201	2068	58	292	175	231	7423	653	1	11456	11.1
Queen Anne's	62	4	168	3	2	1	15	227	3	0	485	10.3
St. Mary's	253	13	760	10	73	27	66	736	26	0	1964	17.5
Somerset	60	0	199	0	11	3	5	253	11	0	542	15.9
Talbot	50	2	109	0	2	1	2	187	7	0	360	9.8
Washington	249	11	1218	10	41	30	51	944	40	0	2594	14.8
Wicomico	159	7	356	2	19	13	3	633	31	2	1225	10.8
Worcester	37	4	250	1	1	1	9	236	5	0	544	10.6
State Oper. Prog.	47	343	9	198	127	0	1	43	85	61	914	

Percent in each handicap column is the percent of special education enrollment.
Percent in total column is the percent of public school enrollment.

*Source: SSIS Report #3, December 1, 1985 child count

THE NUMBER AND PERCENT, BY LEVEL, OF ALL HANDICAPPED STUDENTS SERVED IN
MARYLAND PUBLIC SCHOOL PROGRAMS, STATE OPERATED PROGRAMS, AND NONPUBLIC PROGRAMS
REQUIRING STATE TUITION ASSISTANCE

School Year 1985-86

Ages 0-21

Local Unit	Regular School				Special School				Residential--Level VI				Home/Hospital			
	Level I # %	Level II # %	Level III # %	Level IV # %	Level I-IV # %	Public # %	Nonpublic # %	Public # %	Nonpublic # %	Level V-VI # %	Level VII # %	Total # %				
Total State	5819 6.5	29451 33.1	18389 20.7	21920 24.6	75579 84.9	10444 11.7	1207 1.4	920 1.0	329 4	12879 14.5	524 6	88998 13.3				
Allegany	118 8.8	539 40.4	399 29.9	208 15.6	1264 94.7	23 1.7	0 0	23 1.7	0 0	46 3.4	25 1.9	1335 11.4				
Anne Arundel	853 9.8	3243 37.1	2131 24.4	1860 21.3	8087 92.4	555 6.3	8 .1	42 .5	52 .5	657 7.5	4 0	8748 13.8				
Baltimore City	214 1.2	3223 17.7	2960 16.2	8840 48.6	15237 83.8	2172 11.9	611 3.4	0 0	52 .2	2835 15.6	105 .6	18177 16.2				
Baltimore	664 7.0	2916 30.8	937 9.9	2963 31.3	7480 79.1	1758 18.6	177 1.9	12 .1	20 .2	1967 20.8	14 .1	9461 11.7				
Calvert	36 3.8	383 40.1	183 19.2	287 30.1	889 93.1	54 5.7	0 0	2 .2	0 0	56 5.9	10 1.0	955 11.7				
Caroline	91 11.0	406 49.0	190 22.9	110 13.3	797 96.3	27 3.3	0 0	0 0	4 .5	31 3.7	0 0	828 19.2				
Carroll	389 12.7	1467 47.8	453 14.8	597 19.4	2906 94.7	113 3.7	1 0	1 0	3 .1	118 3.8	46 1.5	3070 15.4				
Cecil	131 9.2	493 34.8	338 23.8	308 21.7	1270 89.6	143 10.1	0 0	1 .1	4 .3	148 10.4	0 0	1418 11.7				
Charles	123 4.8	763 32.4	697 29.6	572 24.3	2155 91.5	177 7.5	0 0	11 .5	8 .3	196 8.3	4 .2	2355 14.0				
Dorchester	113 12.5	403 44.7	246 27.3	87 9.7	849 94.2	29 3.2	0 0	0 0	3 .3	32 3.6	20 2.2	901 18.2				
Frederick	385 11.8	1488 45.7	638 19.6	280 8.6	2791 85.7	414 12.7	2 .1	2 .1	2 .1	420 12.9	44 1.4	3255 13.7				
Garrett	77 12.1	248 38.8	178 27.9	123 19.2	626 98.0	2 .3	0 0	1 .2	2 .3	5 .8	8 1.3	639 12.5				
Harford	258 8.1	1401 43.9	841 26.4	439 13.8	2939 92.2	214 6.7	7 .2	1 0	19 .6	241 7.6	8 .3	3188 11.7				
Howard	402 11.3	1393 39.0	815 22.8	531 14.9	3141 87.9	333 9.3	13 .4	17 .5	23 .6	386 10.8	46 1.3	3573 14.3				
Kent	7 2.5	158 56.4	37 13.2	60 21.4	262 93.6	17 6.1	0 0	0 0	1 .4	18 6.4	0 0	280 11.8				
Montgomery	715 6.7	3297 30.7	2384 22.2	2028 18.9	8424 78.5	1835 17.1	284 2.6	84 .8	74 .7	2277 21.2	30 .3	10731 11.6				
Prince George's	558 4.9	3896 34.0	3267 28.5	1562 13.6	9283 81.0	1912 16.7	98 .9	33 .3	47 .4	2090 18.2	83 .7	11456 11.1				
Queen Anne's	9 1.9	147 30.3	178 26.7	121 24.9	455 93.8	11 2.3	0 0	0 0	1 .2	12 2.5	18 3.7	485 10.3				
St. Mary's	11 .6	1010 51.4	432 22.0	336 17.1	1789 91.1	122 6.2	0 0	3 .2	1 .1	126 6.4	49 2.5	1964 17.5				
Somerset	91 16.2	243 44.8	99 18.3	62 11.4	495 91.3	43 7.9	0 0	0 0	2 .4	45 8.3	2 .4	542 15.9				
Talbot	88 24.4	176 48.9	43 11.9	49 13.6	356 98.9	0 0	0 0	0 0	3 .8	3 8	1 .3	360 9.8				
Washington	405 15.6	1292 49.8	398 15.3	286 11.0	2381 91.8	209 8.1	0 0	1 0	3 .1	213 8.2	0 0	2594 14.8				
Wicomico	39 2.2	645 52.7	328 26.8	101 8.2	1113 90.9	107 8.7	1 0	0 0	4 .3	112 9.1	0 0	1225 10.8				
Worcester	41 7.5	217 39.9	198 16.4	58 10.7	514 94.5	20 3.7	0 0	2 .4	1 .2	23 4.2	7 1.3	544 10.6				
State Oper. Prog.	1 11	4 4	19 2.1	52 5.7	76 8.3	154 16.8	0 0	684 74.8	0 0	838 91.7	0 0	914 10.6				

Percent in each level column is the percent of special education enrollment.

Percent in total column is the percent of public school enrollment.

*Source: SSIS Report #3, December 1, 1985 child count

Local Unit	AGE GROUP				TOTAL
	0-2	3-5	6-17	18-21	
Total State	961	5958	76718	4447	88998
Allegany	19	85	1154	77	1335
Anne Arundel	120	489	7837	302	8748
Baltimore City	58	775	16381	963	18177
Baltimore	133	936	7949	443	9461
Calvert	10	54	857	34	955
Caroline	9	82	649	88	828
Carroll	32	260	2595	193	3070
Cecil	16	81	1262	59	1418
Charles	6	77	2053	219	2353
Dorchester	16	76	755	54	901
Frederick	30	126	2839	260	3255
Garrett	7	63	533	36	639
Harford	23	314	2657	194	3188
Howard	70	186	3105	212	3573
Kent	4	27	236	13	280
Montgomery	141	874	9326	390	10731
Prince George's	187	786	9982	501	11456
Queen Anne's	5	36	423	21	485
St. Mary's	28	266	1571	99	1964
Somerset	6	30	466	40	542
Talbot	2	74	267	17	360
Washington	30	139	2279	146	2594
Wicomico	1	56	1095	73	1225
Worcester	8	66	457	13	544

COST OF SPECIAL EDUCATION
BY FUNDING SOURCE
FY 1985

Local Education Agency	Total Cost (Rounded)	Basic Cost		Excess Cost		
		Local	State	Federal	State	Local
Allegany	\$ 3,087,877	\$ 315,448	\$ 227,163	\$ 428,073	\$ 1,016,129	\$ 1,101,064
Anne Arundel	22,691,354	4,167,860	2,138,382	2,141,095	6,863,676	7,380,341
Baltimore City	66,522,903	11,990,778	11,389,109	4,761,076	22,624,910	15,757,030
Baltimore	36,993,846	12,980,205	2,339,700	2,044,210	6,679,548	12,950,183
Calvert	3,169,702	679,234	193,620	381,701	467,325	1,447,822
Caroline	1,261,106	136,298	127,537	168,148	454,913	374,210
Cecil	5,310,584	1,003,287	558,076	635,725	1,455,316	1,658,180
Charles	3,713,435	540,992	404,195	340,650	1,111,308	1,316,290
Dorchester	6,689,837	841,198	576,306	624,596	1,785,679	2,862,058
Frederick	1,589,834	147,584	95,714	295,927	410,150	640,459
Garrett	6,124,488	956,124	481,353	717,939	1,712,038	2,257,034
Harford	1,461,670	112,087	101,828	385,226	477,997	384,532
Howard	6,707,504	943,787	512,284	776,200	2,626,754	1,848,479
Kent	11,414,561	2,450,370	558,657	873,960	2,736,666	4,794,908
Montgomery	880,495	139,588	59,570	98,080	344,536	238,721
Prince George's	59,212,955	12,504,947	985,148	2,754,707	9,221,938	33,746,215
Queen Anne's	48,194,315	6,582,916	2,735,631	3,039,323	15,023,871	20,812,574
St. Mary's	1,588,535	204,591	88,475	304,700	342,692	648,077
Somerset	4,625,201	552,634	330,102	1,159,733	1,466,907	1,115,825
Talbot	981,397	84,758	88,819	298,934	313,378	195,508
Washington	1,273,900	132,347	18,063	147,968	273,658	701,864
Wicomico	5,662,186	824,221	423,607	876,328	1,518,288	2,019,742
Worcester	2,815,095	248,503	144,561	359,912	928,619	1,193,500
Total State	\$303,686,047	\$58,771,603	\$24,596,974	\$23,812,125	\$80,086,997	\$116,418,348

GENERAL FUND DISTRIBUTION
FY 1985

Local School System	FORMULA FUNDS	MRA FUNDS	NONPUBLIC FUNDS	TOTAL
Allegany	\$ 983,597	\$ 32,532	\$	\$ 1,016,129
Anne Arundel	5,879,464	133,084	851,128	6,863,676
Baltimore City	19,870,136	62,106	2,692,668	22,624,910
Baltimore	5,680,683	76,893	921,972	6,679,548
Calvert	425,197	6,915	35,213	467,325
Caroline	341,066		113,847	454,913
Carroll	1,329,780	26,617	98,919	1,455,316
Cecil	926,864	63,234	121,210	1,111,308
Charles	1,666,130	23,659	95,890	1,785,679
Dorchester	376,048		34,102	410,150
Frederick	1,525,582	66,191	120,265	1,712,038
Garrett	444,509		33,488	477,997
Harford	2,185,478	156,571	284,705	2,626,754
Howard	2,229,686	11,330	495,650	2,736,666
Kent	325,334		19,202	344,536
Montgomery	7,663,408		1,558,530	9,221,938
Prince George's	13,479,477	221,807	1,322,587	15,023,871
Queen Anne's	320,514		22,178	342,692
St. Mary's	1,426,653	5,915	34,339	1,466,907
Somerset	278,414	17,745	17,219	313,378
Talbot	238,115		35,543	273,658
Washington	1,382,383	35,489	100,416	1,518,288
Wicomico	807,731	50,276	70,612	928,619
Worcester	217,096		13,605	230,701
 TOTAL STATE	 \$70,003,345	 \$ 990,364	 \$ 9,093,288	 \$80,086,997

Diskette #045
Revised 05/28/86

	Project TET/Charles Co.	Project Youth/Worcester	Project Step/ Howard Co ARC	Project Trg. & Tryout GW/Mont. Co (Model Demo)
Project Descrip.	<ul style="list-style-type: none"> o 18 yrs. of age (+) o has been identified as handicapped and receiving Level IV, V Spec. Ed. Services o have exited from Charles County Public School System o a Charles Co. resident o personal goal of obtaining employment o federally funded 	<ul style="list-style-type: none"> o ages 14-21 o handicapped/disadvantaged o enrolled in Worcester Co. schools o certified as economically disadvantaged by Dept of Employment and Training (a 10% window reserved for noneconomically disadvantaged) o Senior students in job tryout phase receive stipends in lieu of wages o funded by Job Training Partnership Act 	<ul style="list-style-type: none"> o graduated from Levels IV and V Special Ed programs Howard County o coordinates with Howard Co Schools, ARC, DVR and Employment and Training Center o on the job support includes: training, monitoring, transportation assistance, family counseling, placement o required to qualify for Voc. Rehab. Services o resident of Howard Co. o Registered with Employment and Training o Funded by: Joint (see budget) 	<ul style="list-style-type: none"> o ages 18-22 o IQ range 55-90 o mild MR or SLD o previously enrolled in Special Ed o personal goal competitive employment o community based o supported by: <ul style="list-style-type: none"> Mtg. Co. ARC Mtg. Co. Schools Division of Adult Ed. Mont.Co. Gov. Dept. of family resources o Funded jointly
Number of Clients	FY 86 @ 65 (FY 85 & 86 @ 100)	55	41	32
Number of staff	3 (1 Coordinator 2 employment training technicians .5 Secretary)	1 job coach .02 Coordinator	5 staff in addition: \$90,000 for 3 Workstudy Coordinators (Level IV/V) paid by Howard County Public Schools	<u>Staff Project (Model)</u> <ul style="list-style-type: none"> 1 Director 1 Instructor .5 Instructor 1 Office Manager <u>Other Funded Staff</u> <ul style="list-style-type: none"> 1 job placement specialist .5 Aide .5 Instructor
Budget Allocations	<u>FY 86</u> <u>Total</u> \$97,500.00 Salaries \$54,671 Fringe 21,411 Staff travel 3,000 Conference travel 800 Client transportation 3,000 Materials 700 Office 250 Printing 750 Tutoring Assistant 6,168 Staff Devel. 750 Evaluation 6,000	<u>FY 87*(1st full yr 7/1/86)</u> <u>Total</u> \$55,900.00 Salaries (+fringe) 40,000.00 Staff travel 3,000.00 Client transportation 3,000.00 Materials 900.00 Student Stipend 9,000.00 Part time Project FY 86 *\$24,150.00 Jan. June 86 Salary of Job Coach Served 20 students	<u>FY 87</u> <u>Total</u> \$121,702.00 Salaries 86,187.00 includes 1 coordin. & 4 trainees Staff travel 8,200.00 Client transport. 14,000.00 Materials 200.00 Office 3,500.00 Admin. overhead 9,615.00	<u>FY 87 Fed. Grant</u> <u>Total</u> \$73,928.00 <u>Salaries</u> 1 Proj. Dir. 25,000.00 1 Instructor 19,000.00 .5 Instructor 9,000.00 <u>Other estimated costs to Model Demo Project</u> Staff travel 10,000.00 Training Materials 3,500.00 Office supplies 1,000.00 Overhead 6,000.00 Staff dev. 428.00 <u>Mtg. Co ARC Contributions</u> <u>Salaries</u> .75 job placement specialists \$10,000.00 <u>Mtg. Co. Fam. Resources</u> .5 instructor 10,000.00 <u>DVR Contributions</u> .25 job placement specialist 6,000.00 <u>Mtg. Co. Public Schools</u> .5 Aide 7,000.00 <u>Mtg. Adult Ed</u> Printing in kind Classroom space in kind <u>Total Other Funding</u> \$ 33,000.00